

Sinoking a lokacco substitute con be just us horneful tu your health, Bernard, if pour cought."

Orderly proles

canony of the Royul Box in their dreary white hots and formol dork suits, they were doubtless port of the build-up.

profe yened "get on with it" in the wrong tone ef voice, end was pulitely scolded by the unpice. I After Borg's victory, we had a close-up visw of something the TV s cameras missed. The Duchess of e Kant, clearly more at ease with her

It seems the head of one Wimble-don girls' school camplained that if the hoys from Merton and Wands-worth schools qualified fer the joh, why should her young ladies be onissed out. Sn another bastion fell, though the girls remained dis-creactly hidden away frem the Centro Cnurt. I sey, they will seen be wanning a woman an the men-ogeonent committee. And what then? Still, snote traditious remain. It

f Final at Wimbledon. F It pays to hove friends, A few seconds before the mob from the overnight queue swarmed in I was inststiled in the free standing space (sluady side) et the Centre Court. With all the seats ond Royal Bnx deserted, and two hours still to go, what elss was there to do bnt swop starics, of hours (or days) queued, tickets fiddiled, instant friendships

Telling tales

London schools with children whn speok Greek, Hindi, Turkish, Urdu, speak Greck, Hindi, Turkish, Ordu, Chinese, Bengali, or Gujernti might find some use in an event next weck at the Centre for Urban Educa-tionsi Studies (CUES) in London. The centre's librarion, Gillian Klein, hos organized nn exhibition of bonks written in those languages, tngother with atory-reoding sessions. The roaders will include people frem the minority groups where on

guages are represented. CUES is in Islington, at 34 Aberdoen Purk, London, N.S. Ring 01-226 5437 to check on the tinutable fur the

Eton and Holland

ich his micrephonc lest somewhere ng round the back of his shorn, silver it grey tronsers. Iedeed, we almost falt serry for if the suportor persens whe only n feund their £4.40 (If they didn't gat them from the touts) seots minutes before the stort, and se missod tho build-up. As for those

korn in role, parked under the dying to get owoy from home and pul his font down over that he then the £18 just the by

droory white hots and formol dork suits, they were doubtless port of the build-up.
The tennis, when it begoo, was hot stuff-os was the sun, which ot 100 degrees brought some ef the here rorders newly to passing out. There seemed more suppert and shouts for the upstart Connors in this corner—" It's net foir to boe him ", said one girl sharply.
Mostly we behured aurselves, too ; before each point you could hear o strawherry drop. But once, as conking for dinner parties and they have the sounce off anyway-ke upled " get on with k " in the " in the sounce off anyway-ke nice invitations for weekends to things here and there.

things here and there.

After Borg's victory, we had a close-up visw of something the TV cameras missed. The Duchess of Ksnt, cleorly mere at eass with her inferiors than others ef ker station, displayed a working knawledge of the real world. Of the feur boll boys she stopped to tolk with when she descended from The Box, one was while, one brown, one block-ond nne female. It seems the heod of one Wimble-don girls' school camplained that if the hows from Merton and Wands-

these days—particulorly will h ... cr ... leanings, if you know whot I mean, dear". "Of course, you wou't have h worry about Emma now. I gave the gronts for Oxford have sudday become very unich worth best "Ynu illdn't? Well, I'm set m sure obout it but Lady Switted me ut didner last week thet de had heen expecting to get a normal whack for their twisted are ot Cambuldge but now thered "Well, I menn it must be and hundreds of pounds. She at Signn are planning o liule and Paris nu the proceeds. Of court would mean Jeremy would burn mpply for a grant if you wanter get the thing paid ond that new oll thuse thresome forms-d surely your accountant could to that fur you?"

Austice

Next week

Rabin Maconie writes carly music.

Books : R. T. Sponter discuss the alternativo education presi: Lesloy Lancaster reviews Box in the Corner; N. Pirio' writes obout world food problems. Extra : Reading.

 PNP
 KI

 i O-O
 G

 i O-O
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 3 KIXO
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 16 KI-KB
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 15 KI-KB
 I

 16 KI-KB
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 17 KII KII SKP ch
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 18 KIXP, ch
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 19 KIXII
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 20 KIX-II
 I

 21 P-GII4
 I

 23 II-KI4
 I

 24 R-KI6
 I

 25 P-GKI4
 I

 26 P-OKI4
 I

(a) Tee slow; the nature of Grunfeld Defence is such that must strike et once in the

by 5 . . , P-B4.

escapes, (e) This pseude-sacrifice a

wins matarial. He could also ha won by 17 . , B-B3; but the h meye is the mere convincing re finishing off his epponent. (f). The Knight is cut eff and net be defended.

Harry Golom

July 6, 1977, Repistered as a faw



Book search

61

This untuon, the TES hopes to investigate the mystery of the dis-

s sustoined campoign from teschers masters. sad publishers ended in the average A joint working party set up last sad publishers ended in me archites per cupilia speading on bnoks being pushed up to fb.43 for sceandary members have been hallored and pupils and L3.17 for primary (figures adjusted to 1976 prices). The most recent figures available— for 1975-76—show spending ilmin to £2.73 for primary and L4.73 for secondary. In the meantime, look prices have gone on inflating.

Notenly knows what has huppeoed since then, when the spend-ing cuts began to bice harder. There ore cluss—such as the explicitlon at Hurceliffo School, Bristul—cut from £39,060 in 1975-76 to £27,000 in 1977-78, despite inflation.

Everybody knows that books ore equing the easiest bis of non-teach-ing expenditure to cut-easier thou cleaning materials, for instance. And there are plenty of rumours. The school that could afford only half a German dictionary. Schools where children shora basic exam where children shora basic exam-lexts between three, and are not allowed to take them heme te study. Filthy old books that cannot be replaced. Parents stepping in en a large scale, where there ere well-ergonized parent-toschar associa-tions, or being blackmailed te buy "nen-essentiel" texts to get their whildren threugh. children threugh.

What we need is some hord in-What we need is some hord la-formatien, and the many detailed the better. How much are schools---both primory, and secondary--hav-ing to out back on books? In terms, of both numbers and quality ef-boeks, hew will next year's ellocayears ago? Haw does the cutbock sffect toaching?

Are paronts stepping inte, the breach through PTAs or because schools are suggesting pretty basic texts they night buy? Are school and public library services getting nonceably less good? If so, hew is it offecting the work of schools? 23: If offecting the werk of schools r "The enswers to these questions i are scattored abent the system — hoads, hoads ef department, llbrari-ens, cluss teechers, all ceuld help is geing oo. (The Department of Education, speaking through the

Crossword No 1,093

D.

11FA

8 3 4 5 6

11 Gangster in the fun Down

12 Lightly discoloured (11).

-

1 Hole Or escape for

nterlans (6).

TIMES NEWSPAPEIIS LIMITED, 1977, Printed and Published by Times Newspape

nouth of Ms Margaret Jackson in Community debute in May, said a Cuntimus deliate in May, said that finding out what is haptening is much the difficult, and anyway

Is much the difficult, and anyway might lead in demunds that more numey be spent.) All contributions, however partial and specific, are velounce. Please send them to: The Editor (School Books Inquiry), The Times Educo-tional Supplement, PO Bax 7, Gray's Inn Rond, London WCIX SEZ.

Mature match

A morriage in the courtly mode was announced last week between the Buadmosters' Association and the Association of Hend Mistresses appeoring school beoks, or merc exactly perhaps, the mystery of the disoppearing printest. And we noed help. In the late 1960s and early 1970s s suscing camputer from reschers

The tripartite system lives on—at least at the AM-England Lown Tennis and Croquet Club. Lost Saturdoy Aristides, thinly disguised

saturdoy Aristides, thinly disguised as a member of Joe Lyeos's catering corps, was fortunate enough to find himself ut the ringside for The Georgemeo's Singles Championship Final at Wimbledon. Acr. In the bollot ubout hulf the mem-hers ni each holly returned the forms penducing "a majority of the best Stalinist kind", according to Mr John Dorrell, secretory of the HMA and ucxt year to be general secretary of the joint body-about 98 per cent in favour.

a Drait 98 per cent in Favour.
The head mistresses's secretary,
Miss Shirley Chapman, hecomes one
of two deputy secretaries ond from Jonuary 1 the combined association becames the Secondary Heads Asso-ciation (SIIA)—no graceless insist-ence here of the kind chompion male clusivistist Terry Casey hos
becu displaying in his determination becu displaying in his determination to keep "Musters" in his organize-tinn's title.

tickets fiddled, custant friendships struck up. Not all of us were ynung, be-jeaned and univashed: one mui had been coming olong for 50 years; on elderly womon remein-bered 1936 ond Fred Percy. Easily the most intense debate, however, csntred on the hair colour of Borg's girl friend (er "floncéc", es Peter West ister primty called her). The merger will bring the menthership et the heads' association up to usarly 3,000, well over holf et them comprehensive heads and well over half heads of nilxed

West lister primly called her). Nor were we totally without pri-vileges. As custemery on Finnis Day, i the band of the Welsh Guords tucked themselves in behind the baseline at the roller end just be of fers midday, and swing us through o fery jounty tunes. The student selling Eskime Pie mode remark-ing money lobbed at him, and sound the cheers of the multimide. scheols. scheols. Aport from on initial preoccupa-tion with making the marriage work, grafting together the two regions! organizations and calobing the lead. masters into modifying their gentia-man's club atmosphere sufficiently. to inake the ladles feel at ease, the to make the hartes rect at ease, the joint essociation will be putting considerable energy into surting out the 16-19 scene. Mointenance grants, sixth force orgonization and 18-plus exams are central to their interests. exams are central to their interests. Mere generally there is the undorstandable preoccupation of hesds with local authority cuts and tho strong arm tactica to which more plebion unlens me resorting in respense to them. Management is net getting easier for heads-particularly maintained selieol heeds. Se for better, far worse, in sickness onthe in bestiff a little solid derity will deubtless net cema aniss. Later, s tense horry Carnend, stool near the net omong all tho BBC cobles, nervensly ruoning over his lines for Grandstand, and getting his lines for Grandstand, and getting

2 He made on orl of cutling in (5).

3 But it's white for the bride (8, 7).

5 Not the heovy vehiclas control of course (7, 6).

6 Its ocquel is te dio

7 No reverse te wcep obout (5),

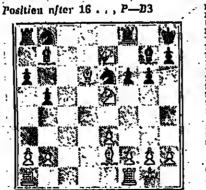
9 Sex equality innova-tion to child care ? (10).

cnroer We opelogize fer pub-Parlin- lishing the wrong pizzle (6). aolutien last week.



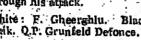
P-ea4	P-XXI
1 P-04	K1-K0
5 KI-083	P.e4
6+B4	B-Kt2
ОРКЗ	e-e
D e KI3	PAP
7 Kasp	P-en
B Ki-BS	Pek

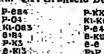
28.88 this reproving is that of the less by 5..., P-B4. by 5..., P-B4. the true sublicity of the game and exchange of Queeps, gives him a and ene that has now the la net aware that pasted shades can commanding advantage in apaca end, pletely surperseded is 5... be as charming as the more violent. ibdeed, eventually results in the win (c) Again, mere active is 1.14



(c).

WC1X OFZ England, Friday





easily won ending.

the eeamy's powers of resistance. In the following game, which was

be as charming as the more violent. colours. Quice eften there are games and inglittle geme contains inst as much (d) If he trios to trap the Quenty is much the best method of which one side er the ether sscri-there comes 14. Kt-QS and the Que

pieces and thus come down to en Haik. Q.P. Grunfeld Defonce.

some attacking plan. It is with the Queen thet most players are accustomed te deliver mata and there is alse tha feeling that without the

ACTOSS 1 Description of ox: fere this (7): 1 Tak-off ef both-room scenc (5), 20 Yen'd not expect 1 Preface these these these to bo 1 gift (5). 10 One might wish the fittle thing geon shooling (5). 11 Ganasier in the fun Down 1 Down 1 Description of ox: fere this (7): 1 Tak-off ef both-room scenc (5), 20 Yen'd not expect 2 District of the option of ox: fere this (7): 1 Description of ox: fere the ox (7): 1 Description of ox (7): 1 Descript

Queen is nearly always involvad in

Yet it should be observed that all

dus reasoning is that of the less

whaning or playing for a win. I am fices pieces in order to ferce that it, you are materially to the it is right to exchange off White : F. Gheerghlu. Black A.

. Bet there wa pesitions where, by

exchanging the Queen, yeu Increase yeur command of space or weaken

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111262

13 Quite other than en impulse ou the Downs (7). 14 Cheeky follows (5). 18 Chintrity co wildese 19 Chintrity co will co wildese 19 Chintrity co wildese 19 Chintrity Selulien te puzzle No

Chess.

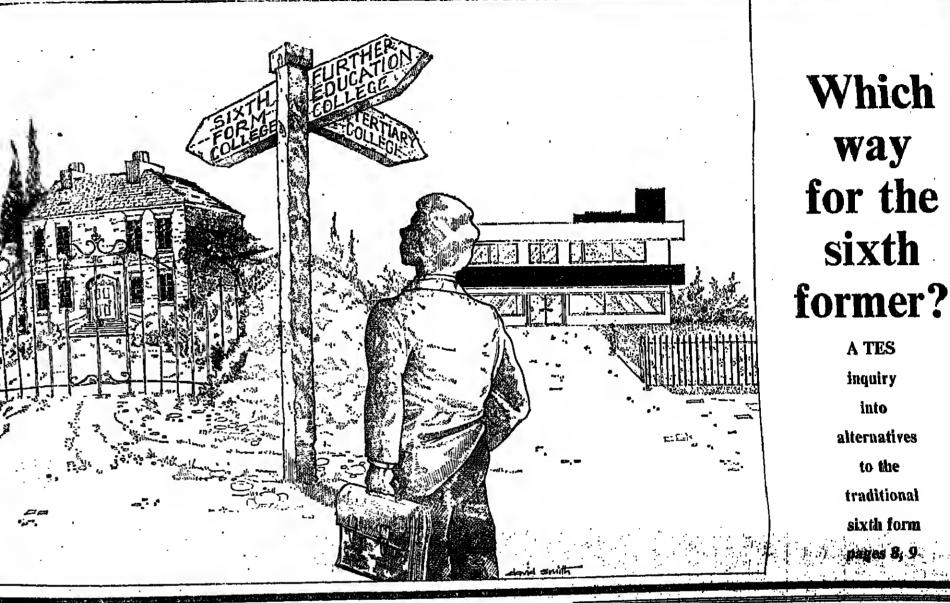
Witheut the Queen

Queen the game loses e let of its celeur and excitement.

The eversge player clings on 10 his Queen lika grim death and for perfectly natural reasons. Being the strongest piece on the board, the

Later, s tense Horry Carnenio

THE TIMES Educational Supplement FRIDAY JULY 15 1977



Still at sixes and sevens

Tha Schools Council raview committea now has the unenviable task of trying to moka o cohcrent structure out of the skelaton proposals appinved ast week (page 5).

There are plenty of loose ends. Which of the three committees is to hold tha real power ? Over which of the three does the council's chairmon preside? Which committee hea the power to alter he constitution ? What happans when they all disagrea 2

The process is not likely to he a simple one for the vaguanesses ara not just the result of hurrled work] they are the result of fundamental diffiwhich hold an effective veto: the DES, the the back has been but unionists as professionals, a professionals. Inlution may not be discoverabla.

At present Mr Fred Jarvis is loudly insisting he the proposed convocation is the sovereign bdy and that the school teacher unions have teled their majority in that body. Most other Mople; however, see the convocation as an imfieht talking shop and some of them suspect Mr tvis of tactics desigoed to divert attention froot e professional committee on which school teachthe retain a strong majority and on which the miversities and the examination hoards have no presectatives at all,

And what, precisely, are to be the powers of the since and priorities committee ? Mr. Max Morris assisted it was not a " boss committee ". It could "ha said Dut forward anything with which the en two committees did not agree. According to Jarvis, however, tha othar committees could

insist on it putting forword things with which it did not agree-though he connot surely think thet proposols bearing the F and P committee's binck spot would get fer when that committee includes eight DES and eight l.e.e. represontatives.

In trying to balanca these powerful interests inside the council thera is a serieus risk thot the council will fall to look et its overall purpose vis à vis the world at larga. Tha Sanior Chief Inspector, Miss Shella Browna, administered a wellturned rebuke to this effect (beck page) but there were no evident signs of the council hecding her words.

objections raised by the universities, GCE boards, and public schools would be taken to selously as they should he. They have been consistently on they should he. They have been consistently on the loaing side over such major policy issues as the 16-plus and have therefore no strong support either emotional or material, among the interests, which run the council.

But they ara powerful outside. And with 18-plus examinations looming as the next major issua on

hava not been flung off tha council ; they cer. | work they have done page 6. tainly could rely on their prasumptive right, to he among the aight reprasentatives of further Fares unfair ne among the alght representatives of further and higher education. But thay are disenchanted and it could be a mistake to dismiss their threat to withdraw from the council as unreal in the way to withdraw from the council as unreal in tha way Sir Alex Smith was doing last week.

contioueil on

No comment

Some people believe in a right to human life, but others support youth in Asia and abertien-British Constitution A lavel examination script, 1977.

Peace news An iedependent conciliotor is te be oppointed te settle the Oxferdshire dispute page 3

Late for the date

Liate for the unit of the second deadline for comprehensive renrganization plans, emiy a bandful of authoridos have sent la replies, Twenty-six lecal outhorities which hove still some way to ge to com-plete reerganization were told six mooths ago to reply by Sunday. Page 3

Cheshire blues

Newly elected Cheshiro Torics are

Changing course

examinations tooming as the next major issue on the Schools Council's agaoda, their active partici-pation is essential to tha council's cradibility. It may he that the universitias ara complaining too soon. As the chairman said last week, they have done their sudies. Polytech-ing sudents can transfer to the OU as well when the page done

Early music

Early music is a recent, and in many respects, a peculiarly British phenomeoen, writes Rebin Maeenle, reperting on the early music cen-farence held in London page 16

For the record Hew to become a skilled classroor topc recordist paga 2

Eye on the box

After adult literocy, the BBC is turning its ottentien to English es e second lunguege. Jace Mece and Kete Harding esk aome questions nbeut a new serics fer Asians; Rese-mery Herthill loeks of the pregress ef the literacy cempaign pages 17, 36

Music for youth

"A anoremely rich day of music-making" — Robio Maconie and Andrew Peggie write about the Neticoal Festival of Music fer Youth at the Royal Festival Hall last Seturday PARA TANK SIN CO

atras reading

pages 25.40

1.1

1.1

Leodecs, 2: personal column, Jobn Rae, 4: School to work, 10: eport, 11; foreign news, 12, 13; Letters, 14; sixth-ferm survey, 8, 9; fea-lurea, BBC series, childminding, 16-plos, primary-secondary Iransfer, 17-19; Beeks, education end the alteroallye prass, epert, classics, ecclegy, cducation; literature, child-ren's liter nurp, religion, 19-22; Reseurcea, 33, 24; Talkback, Israel's Open University, builying, 24; Extra, reeding, 25-40; Arts raylews, Nationel Feslivel of Music for Youth; radio, tclevision, 63; bridge, cressword Break, 64.

Classified ad

index

THE TIMES Still at sixes and sevens

Continued from page 1 The Independent schools educate 25 per cent af those taking A level. They produce 20 per cent af uni-versity entrants. They produce 40

Ta savo anyono else tha trouble, nay I say that this telk is sub-thied "The Secret Garden seen by the Secret Service", i hope by the end both will be less secret and the inter-relationship between the two will be better understood.

the fator-relationship between the two will be better understood. At this stage I would morely say that, by right and by obligation, rho If Mi daes walk in the garden of the curriculum and passes cam-nent upon it: but, contrary to the assertions of some critics, rhat is, of either the garden of the curriculum or of the inspectorate -ha daes not porsonally plan it or plaor it, still less strow it with weeds.... weeds.

contribution in the pupils' goneral colucation. The primary curriculum, again contrary to prevailing myth, is not subject to great variation in major respects. It does not soem, for exemple, to vary by goographical region thaugh there is some varia-tion by come of catchment area After describing the overall role of the inspectorate, Miss Browne went on to discuss the curiculum. I should like to talk ebout the curiculum usder three heeds. tion by typs of catchment area. ... The Inspectorete has the im-pression thet rural schools-and I sm not saying small rural schools-. What wa know ebout it.

• How we judge it, in both senses, la, what influences our judgment and what thet judgment is What we are wying to do ubout

I shall have to generalize to a painful degree. With heaving 30,000 schools, that is inavitable. Last year IIMIs visited only just over a quarter of all primery schaals, end abaut two thirds of all secondary schools, but some af these visits were inevitably brief. I think, how-ever, I have grounds for generaliza-tion.

Turnelas valas usas ou termo.
 Turnelas valas ou termo.
 Turnelas ou termo.

- IIII

And the induced of the second and the mean of the second s

may be in some respects nearer the heart of the aducational matter.

Somothing of the same superiority is ettributed to separate infant

The Independent schools outlet is envised in the total schools outlet is envised in the Association of Mithe Friedrace and the Associat

nize that not all differences are harmful, and onme moy be pos-tively beneficial, but it elso stream that wa need to strive to see 1 there is effective equality of en-cetianei opportunity for all children which may well mean greater as formity in soma areas. In respect of the curriculum in

All sherp com-rween the scionces one roween the scionces one roween the scionces one roween the scionces one rower subjects overall; loss appor-tunity of e farsign language; more integrated studies . . more "geooral" science or o life scienca . . . sametimes uo scionce; more "bersonal develop-"dence, heaith ""dence, heaith ""dence heat the science of the science

of teocher supply, in-sorvice training the schools inspected. We do not a school of reforence, nomely how o school, curriculum cantributes to the pattern of provision within an autority. With folling rolls, perhaps this may



Sheila Browne, senior chief
 Sheila Browne, senior chief
 HML yesterday desoribed
 the inspectorate's approach
 to the curriculum. This is
 an abridged version of her
 paper to the conference of
 local education authorities
 in Brighton
 haps pupil rejection, by toscher
 haps pupil rejection, by toscher
 chaps pupil rejection, by toscher
 chaps pupil rejection, by toscher

haps pupil rejection, by toacher choice, and o little by locality, ... Soma of the varietions are inavitabla, some expedient, end most the result of dollbarata choice. whet bos to be explared as a the curriculum? I shall concen-metter of urgency is whora in the trate on secondary schools. . . But secondary curriculum canvargence is first a fow words about primery o virtue and where divergence. May schools. Most at the problams (and a schools, but the trate of the secondary schools are the secondary schools are the secondary to make the metter of urgency is whora in the secondary curriculum convargence le' o virtue and where divergence. May I say immediately that convergence which stifles the talents of pupil dr

THE TIMES EDUCATIONAL SUPPLEMENT 1517

With twn days in go to the dead-the for submitting comprehensive reorganization plans, only o hand-lul of local onflorities have done so. Thenty-six Leans received storn reminders fram the Education Sec-retary after dragging their feet. The deadline she set in July 17, next Sunday, but by the middle of this usek only "threa ar four" had complied, arcording to the Depart-ment of Educuian and Science, though several mare are expected to get their submissions in et the last minute.

An indomondent conciliator is to be appointed to try to salve the staff-ing dispute hetween teachers and the local authority in Oxfardshire. Informal waks will be held be-

Informal talks will be held be-tween the two sides if they agrea on the choice of modiarar. Bir Gordan Cuuniugham, educa-tion afficer of the Association of County Councils said this week there were grounds for haping the teachers and the authority could be brought together in an informal way. "I have been in touch with

way. "I have been in touch with an independent canteillatar who would be avoilable and acceptable to both sides of the disagreement. Talks could start next week", he

sald. Leaders of the county cauncil and the ACC-met Mra Shirley Williams, the Educodon Secretary, on Man-day at Mrs Williams's invitation. The meeting did not rehearse the arguments over the dispute but con-contrated on ways of bringing about a settlement in the row which hes already led to an eight-day strike by members of the National Unium of Tesciers and the threat of longer stoppages next termi.

The point of this second sates ment may be as much to identify the needs of the system, in terms pupils; the variations arise from a combination of guidance, tradition ond some prsconditioning before the point of choico. or davclopment of resources, as to generato discussion or change in the schemis inspaced. We do out T uso the word loosoly in meon the things we want in dolla primary schools are not strictly curniculer thay are matters of effective learn-

opies in the garden

'All-in' deadline slips by

by Bob Doe

But other autharities have writteo ta Mrs Williums telling her that no final plans have yet been drewn up becsuse the untharity is still cansulting parents, governors end teachurg. With the summer holidays an the way, these causulta-tions oro likely to extond into the eutumn in soveral places.

East Sussex, for Instance, expects consultotians to ga an until Septem-ber and na recommondation will be canaiderod by the cauncil bafare Octabor. Bromley put up plans for public discussion this week and classed schoola far en aftername to enable teachers to consider them. But here, to0, causultatians are expected to cantinue until September.

Kent has been granted an exten-slon until July 28 to enable peaple in the arces affected to be con-

The authorities asked t The antiorities asken to submit enmyrehensive proposals for all their remaining selective secondary schoals were Bohon, Bronnley, Bury, Calderdale, Kent, and Linchinshire. Plans for specific ereas only were aakod far fram Borkshire, Cumbrin, Davon, Dorset, Eost Sussex, Glaucostershire, Herefard and Worcostershire, Kirklees, North Yorkshire, Slurapshire, Warwick-shire, end Wirral. Plans for making all reluntary

Pleas for making all voluntary schools camprehensive werc damanded fram Barnet, Birming, ham, Craydan, Enfield, lfertford-shire, Laucashire, Manchester and Wolverbamptan.

case for swift abolition by Mark Vaughan

at introducing e new law is made today by the Society of Teachers Opposed to Physical Punishment. In respanse to the "mini-debste" on corporal punishment started recontly by Mrs Shirley Willisms, the Education Secretary, the society has sent her written evidence put-ting the case for ebalition. Mrs Wil-llams has asked for comments from about 40 organizations.

about 40 organizations. STOPP has told Mrs Williams that there are better relationships in schools where the cane is not used. it also draws attention to the ombar-rassmont of Britain remaining tha only European country to use the -cane in schoola

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of their pupils leaving school without proper career

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and includes subjects vital both to teachers and to those

really individual instruction by qualified tutors.

Anti-caners put their

The money seved by running dawn calls on the Garornment to uso the toacher training shauld be used to maney released from teacher educatian to pravide more places in cal-leges and palytechnics, particulorly pravide further end higher educatian far women, the TUC will be far wainen told latar this year.

The National Association of tlan, the ossaciation believos, has Teachers in Furthor and Higher Education has tablod e resolution for this year's TUC Congress which watter and girls in particular.

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I ond Alternative II in Maths ond Geography, BD, as well as the Extension Diviona in Sociology and the Extra-Mutal Diploma in Theorogy,

Law -- LLB and Bar Parl 1

A demanil that the Gavernment should ebolish all cornaral punish-ment in schools within 12 manths af introducing e new law is made today by the Society of Teachers Opposed to Physical Punishment. In respanse to the "mini-debste" an ow law being passed.

STOPP claims that the Gavorn-mont has repactedly been versueded agalust lutroducing legislation by leeding spokesmen far the teaching profession. The argument has been that while the practice of physical public mean that the practice of physical punishment was distosteful, and its use declining, the maner was bost left to the pratessional judgment of the teschers.

" In fact, there is no ovidence that the use of the cano is declining", it Sava

and the schoola. The timotable for this legisle-tion to take effect util have to take occount of the fears of e lorge body inf toachers in socondary achonis that ohnlition will lead to a lack of discipline and control", it says. "These fears are unfaunded and should not be allowed to dony the univoraal implancentoion of aboil: the wida voriety of typos and sizes of school in all sorts of a rea, from grim inner city to rural, which have which would otlow perhaps three

The run down in teocher educa-

by Stephen Collen

The National Association of Schoolmasters Union of Women Teachers liss niso annauncod its In-Teachers has niso annauncod its in-tention to stop up its ection against the apthority. An ingeniously devised form of Industrial oction will be introduced if no solution is found to the dispure which involvas the loss of 344 teaching posts, includ-ing the sacking af up to 160 teachers on fixed-term contracts. The NAS-HWT has instructed is

The NAS-UWT bos instructed its 500 msmbers in Oxfordshire to col-tulate their tatal warking load for tuste their intal working load for its year and rafuse in exceed it when term starts agaio in Septem-ber. Mc Fred Smithles, assistant gen-eral secretary, said this weak that many kinotables which had been way unotables which had been way in for the nost school year kened in have kicreased the work-bed.

"Minor fluctuatians, ero inevit-ble", he said, "but the euchority annot get marc work dane by fewer lachers. This is an effective way is fight Oxfordshire and could bo minimized indistinitaly."

Contrast from previous pago .

The NAS UWT will also continue Its no-cover sunctions wheraby teach-ors refuse to sinud in for absent cal-lengues. The NUT will also reimroduce no-cover action, o han on school menis duties and a refusal ta toach classes af more than 30, 32 and 27 in secondary, primary and infant schools respectively when the

new term starts, The NUT executive, meeting the weekend, decided to call on its members in solocied schools throughout Oxfordshire to take protracted strike action in the antium term. A half-lay strike of all NUT membars has also leen fixed for the afternoon of Minday, Septem-

ber 5. A further sanction will be intro-duced by the NUT, similar to that af the NAS. A "staffing ratio" is to be devised for each school which is simply the moduct of the number of children divided by the number of children divided by the number of teachers (excluding the head) in September, 1976.

This "staffing rutio" is than multiplied by the number of teachers employed in the school in reachers employed in this school in Septomber this veer to give en acceptable number of children for this school. Children registered in excess of this number will be sx-cluded on e rote. "This will custure that the workloud of teachers cannot be greater", a union spokesman said this week.

said this week. This difficulty faced by the inde-pendent medinum in the informal talka he is expected to call was pre-dicted last menth. Under the terms of the national disputes procedure, both sides have to agree to reture to the status que. This would mean the unions calling aff sanctions while the authority stops imple-menting any decisions relating to menting any decisions relating to

menting any decisions relating to the dispute. The problem is that the euthority insists that the status quo refers to the position at the time aanctions were introduced, which was after the cuts in staffing had been egreed. The unions argue that the status quo goes back to February when the cauty decided to implement the cuts. the cuts. Infarmel talks are thought to be e way out of the impasse.



National Festival of Music for Youth. Report by Robin Maconie and Andrew Peggie, page 63

£46,000 probe into paid leave

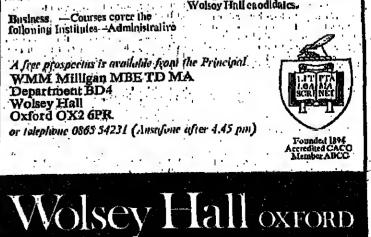
A £46,000 rasearch praject into the stete of naid educationoi leava in England aud Wales is to be funded jaintly by the DES end the Training Services Agency.

The two-year project is to be the first of its kind in the country and will be carried out under the eus-pleas at the National Institute of Adult Education and the Society af industriel Tutors.

The project will include an assoss-ment of paid educational leave by sex, occupation and industry within eight local authority arass in at least three regions.—THES

lice of thicking sives a much wider : The papers are for publication framework to the whole of the and in dua course we shall add case

Ite af this form previous page
The problem is the right, for example, that is prior system-cogether with secondary curriculum than that is that a prior system-cogether with general uso. Wo have had it very much in mind to the secondary survive called based on the school experiments. The property we sile address is thet they should the secondary survive calles based on the school experiments. The general uso wo have had it very much in mind to the secondary survive calles based on the school experiments. The general uso work and in due course' we should such a mind to the secondary survive calles based on the school experiments. The general too the very sensitive deducations were ensighed carefully to the tops of the secondary survive secondary survives and the tops of the secondary survives and the tops of the secondary survives and the tops of the secondary survives and the school experiment of the school experime



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Remark oble Success Record. As well os n consistently good record of commination successes (87% in some degrees), Wolsey Hall students ochiove the highest honours. Stadeois of Wolsey Hall regularly gain 1st class and upper 2nd clais honours ried to 1975, a year when only three first class fonouts were Awarded by London University to U.K. candidates for the BA degree

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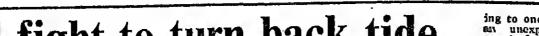
Statisticians, Linguisis and the

Bookseller's Associali

Wolsoy Hall enodidates.

GCE 'O' and 'A' Lercl.





Tory new guard fight to turn back tide

authorities, Cheshire, will meet to any more plans for its schools going been so extreme if Cheshire hud been une of those Labour authoridecido whether to call a half to comprehensive. Of the county's HI secontlary schools nearly one-half fast May's elections and replaced by have already been cooverten.

Now much will the Shadow Cablnet's meeting in Surrey affect nsxt week's in Chester ?

The question orises because of decisions taken at last week's meeting of Cheshira education committee. It was a speciel meeting to consider four resolutions.

Thess called for no further reorganization of the 43 schools the becomo comprehensive in 1978 and 1979 till adulitional resumces were availablo and a survey of what parents whose children would be affected thought about the plans.

The director of education was asked to report on what extra resources the siready reorganized schools useded and-the one that made the county's teachers blink- and batched-up, half-baked schemes nion, Mr St John-Stevas, that one iscontinuing mixed-ability teachsecond and later years of secondary education ". Some of the plans were agreed by the council as for back as sevee years Rgo, he went on. Major buld-

The oducation committee refused ing programmen were siteady in to pass the rosolutions but an progress to anable boys' and girls' autempt wilf be made to carry them in the county rouccil on Thursday

Before the education committee

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Linar

The consternation would not have ties whose masters were muterl in Tories with coger new bruonis. The county has never been anything but Conservative, certainly since as far back as 1965 when the first govern-

to have been plodding along sensibly for seven years suddenly rear up and strike out on what appears a wildly errant path ? Speculation varies about whether

a sign of encouragement came down tha line from Tory Central Offico. Some people think the develop-ment can be traced back to last

schools. This was pointed out in a paper submitted to tha meeting by Mr Join Tomlinson, director of educa-ition, in which ho doplored any delay in plons the go comprehensive. "We have never proposci or toler-

Will Cheshire halt its switch to comprehensives? Bert Lodge reports

to report on "the implications of put through imriedly", be wrote, of the first measures of a nowly pliscontinuing mixed-ability teach. It was an unusually outspoken paper returned Tory government would be

If plans were now held up, said r fomlinson, a selective and a Before the education committee met, the NUT's county association wroth to overy secondary school in the county and the ad hoc associa-tion of secondary heads was con-tacted. Bafore the moeting took place Mr Ernest Birtwistie, occretary of the tsachars' panel of the joint con-

to rapeal the 1976 Education Act forcing all authorities to go comprehensive.

prehenstve. Among he newly elected was Mr Alban Stlrup, who denies being leader of the "holt the comps" movement, but he adda: "I am proud to be one of the banner wavere beguing I was benuit wavers becausa I am a loyalist, royalist, Rule Britannio Conservetive

Porty worker." He is oot against comprehensives "where they ore established and running well. But what I do object to is taking away grammar schools for the sola of an unproven grittom " for the soka of en unproven oystom." This will touch a responsive chord in the hearts of many of the not particulerly committed who, like

There is an urgsnt nasd for a national policy on boording educa-

tion. The presant situation places

This weekend the Shadow Cabinet sultative committee, write to every vill meet the feaders of 4tt to 50 one of the 43 members of the edu, cation committee telling them that faither the courts with Mrs Wil- he con go no faither. "Holding the that is under a legal obli- mar school and are proved of it. But mar school and are proved of it. But hattle in the courts with Mrs Wil- he con go no faither. "Holding the that is under a legal obli- mar school and are proved of it. But mar school and are proved of it. But mar school and are proved of it. But hattle in the courts with Mrs Wil- he con go no faither. "Holding the liants thes not dismay the Cheshite spread of comprehensives for the time being was in my mandate, as so why does a county that appears it was in the poincits of ours."

back as 1965 when the first govern-ment circular on comprehensives appoared. And sinca 1970 it has slowly and carefully reorganized 38 schools. ment can he traced hack to last are in favour of comprehensives. But he rejects any suggestion thot tives gained another 27 seats. The newly elected ware inbilant

The day was saved or lost, accord- -is vary difficult to revene

PERSONAL COLUMN

local democracy; if a Government determined to strantoller in opposition (as in the case of see ury reorganization] It leads from centre; if it does not care each (as in the cuso of boarding) it ar: "This is a matter for local autor does."

ties." Another roason-us Lhave show indicoted-isi dint, the public star overtones of bounding ara still as strong. There is also the practic objection that the state cannot have to meet all, the state cannot have to meet all, the state cannot have there and thid, inevitably mean using places in hide should be Already a nomber of local outlook tiss refuse to take up boarding places in Independent schools as matter of political principle; benef a child should suffer, than that he or the should be contamineted by or she should be contaminated by oxposure to privilegs. Or perhaps it is just the local councilluts who wish to avoid contamination.

be associated, however, remainly with what is regarded as unlaided

study visits to France and Germany If you are involved with school administration, modern language teaching or links and exchanges, you are likely to gain considerable benefit and interest from the Central Buresu's scheme for Intensive Study Visito to Frence and Germony. This schema offers heads of schools and colleges, heads of dapartments, teachers with responsibility for links and exchalgas and modern languaga advisers e subsidised visit of one, two or four weeks. Return rail/sea fares are paid ond a grant of £44 a week for both France

Intensive

and Gormany is made towards subsistenca. (LEAs or sponsoring establishments have been feconimonded to 'top up' this grant where appropriate.).

The scheme line the following nins and advantages :

(i) 'it provides an opportunity for a detailed look of an equivalent establishment or district and for an objective assossment of how the reaching of modern languages is organised and administered in a different environmenti-(ii) ft strengthens the links which have already been outablished France and/or Gerinally and the UK at departmental. instantional and LEA levol

(III); it holps to explore and evaluate the odvantages of teacher exchanges and gange the long-torm effocts which these may have on individual tooching ettitudes and methods.

(iv) it encourages reciprocal visits and provides information. and commant, possibly through meetings of roturned bursars, about the further development of exchange schomos with other European countriesi

Application forms con be obtained from the Central Burcan for Educational Visits and Exchanges, 43 Dorset Street, Loudon, W1H 3FN, or 3 Brimtsfield Crescent, Edinburgh EH10 4HD. Closing dates: for autumn term 1977 visits-31st August, 1977; for spring term 1978 visits-31st October, and the second 1977.

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children in need of boarding at the mercy of local authoritles for whom cutting boarding places is one of the ceslest economico. The parents the ceslest economica. The parents concerned—usually single perents ate not an effective pressure group and, if thate is one thing inflation hes taught us, it is that Government, is on the olde of the big batislions. I, want to, put the case for a netional policy The evidence that I have assembled is as accurete us, I can find. If some of my figures are wrong I believe the ortor is small and doas not invalidoto the ergument.

There are two proliminary points that should ba onade. First, I am not concerned, hera with porents who chose to seed their childran to Independent bosrding schools. Lam concerned with children whose need for boarding can only be met with the help of public funds.

Independent boarding schools. Law been schools internet with children whose need in the model of a clease 65,000. Allidren with the versions intoles of cliudren with the second schools internet with the second schools internet intoles and the second schools internet intoles and the second schools internet internet intoles internet into

John Rae Disadvantage in the dorms

figure. Many of thoss parents do not need boarding for their families but if only 10 per cent do (and this then the number of chlidren involved is st least 65,000. And this,

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Tha frony is that by refusing t

ing to ono's political colours, in a converted source-the way converted source-the way converted source-the way converted source-the way converted to the old guard is Mr budy converted to the origination of the old guard is Mr budy their support from the other support from t

a mars school and ure proof of it. But the school and ure proof

Mr B, H, Holheche said for the Headmasters' Conference, Tiventy answor, Nsliher would the DES five per cent of the A levels nworded worc laught in indepen-dent schnnis, "I would have thought this kind of experience would have beau welcome."

without threatening to take the hat and ball home from stage one." The reduction of university representalives on conrocation was caused by a political decision made elsewhero to reduce the size of the council, he said. "I don't like it. I think it is s nonsense, but that is thu ramework we have to work in.

Several other speakers referred in the pressure on the review body from the DES and leas in keep the size of the governing coun-ril down. Mr Fred Jurvis, general secretary of the National Union of Teachers, observed that those who wanted to be represented could have been but for this restriction. "f see nothing mogical in the for-mula reducing the size to 50", he sold. But he warned that the balance of teachers to other groups had been agreed and he did not want to see this changed. With the Committee of Vice-

Choncellors and Principals and that AUT representatives roting against, the council agreed in incept the broad outlines of the principals but usked the review hody to look again at the representation. Mr Roy Juckson, the TUC rep-resentation

resentative, also voted against the proposals on the grounds that on-side interests were not represented on the two cummiltees with any powers—the professional and the finance and professional and the

Several governors wanted in know whether the DES were now callon. The Department's represen-tative, Mr J. A. Hudson, did not answor. Nsither would the DES comment further this week. Mr Hudson did say, however, that the other sense outpiers of further

by the set of the sectory of this kind of experience would have and higher oducation on convoco-tion and the five representatives of the five representatives of the "community million and the five representatives and the most be the the "community million and the five representatives and the most be the the the sectory and the sectory and the most be the

sire schoul, Mrs Williams turned success. down the city's plan to add a sixth form in the school because, she said, it was not a wise use of re-

Dureen Hamilton, Lahour shadow leader, will try to change Mrs Willlams's mind. Mr Crntty said last week that Mrs Williams's reason firm by the corly 1980s. neemod to be an nuwelcomo signt If the delogoilon to Mrs Williams accmod to be an unwelcomo sign

schools lit the city which dn not forth site.

Conservative and Lahuur leaders of hove a sixth furnt. Proposals for Leeds education committee will sixth forms for the other direc have meet Mrs Shirley Williams, the also been put to Mrs Williams and Education Secretory, on Monday to the city's research and planning protest at her rejection of a sixth officer, Mr David Wudswurth, is not form for the Horsforth comprehension optimistic about their chances of

Abuat 50 pupils are expected tu enter the sixth form in September to follow traditional academic acaileinid courses, Another 15 are likely to sources. Mr Patrick Crotty, chairman of The total of 65 is way below the the education committee, and Mrs Department of Education and Scicuce's unofficial guideline of 140 fur an economic sixth form, but projections for Hursforth school show that about 130 would be in the sixth

that central government was intent fails to change her mind, the pupils nu determining how incal authority shund ulincute its resnurces. Horsforth is one of nuly four torsforth is one of nuly four

New body needed to sort out policy on overseas students

A central body to sort out Britain's is new machinery fur formulating policy on overseas students was called for this week by Lord Glad-way chairney of the United Kingwyn, chairmon of the United King. foroigners in our midst." doni Council for Overseos Student Affairs.

of overseos students, he said at the council's outnual meeting in Loudon. The increase ht fees for overseas students which will come into effect out of the country; student distri-in Septembar would mean that bulion, the ac-called relevance of the in Septembar would meon that

The Government would naturally A high-powered neademic figure should preside over a new committee which could look at the whole area when the structure of t as the best method of limiting the number of oversess students—If this was thought n desirable objective ; the fevel of fees in the light of what the students brought into and took in Septembar would meen that many students would not be able to complete their courses unless they rsccived oid, ho sold. "But it is becoming clearer and clearer that what is really useded

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Techniques Levill Belance in Pood and Beverage Preparation Levill Sisteties and Computer Studies Lovell:

Meat and two veg hot favourite

by Mark Vaughan

The confusion faced by education nuthoriales waiting to bear whether the Government is to scrap the 10p Increase in school meals was demonstcated this week by Essex county council, one of the country's largesr l.e.a.s.

All amhoritics were told by tha Government to budget Inc tha increase from 15p to 25p from this September. Now it seems that as past of its dcal with the TUC to secure an agreement on further pay

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Now CNAA joins the credit-swopping circle

The Open University and the Coun-cil for National Academic Awards announced a scheme this week which will allow students to switch heir degree courses from one nstitution to another.

Students who are taking CNAA approved couraes in polytechnics, colleges of higher education and other institutions can complete their studies with the Open University students Similarly, Open University students will be aligible to atrend colleges which offer CNAA courses. The scheme embracee part-time and fulltima students and means thos credit will ba givan foc work already

The agreement is similar to tha The set of its deal with the TUC to seem an agreement on further state of the transfer energy of the state of the transfer energy of t transfer errangemans already set up between the Open University and

been scheduled at the Gename of Education and Science hard by Diane Spencer month to diacuss the proped

Pat on back for White Lion The fate of the axperimental Whita Lion Free School in Islington, North London, is to ba deelded next Tuas-day at a full meeting of tha educa-tion committee of the Inner London Education Authority. The authority's schools sub-com-miltee voted last month by eeven wotes to six not to giva a grant to the community school, many of

A WEEK AWAY FROM SCHOOL CAN BE AN EDUCATION.

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en a presidente de la constante

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to £28-H-VAT per week, depending on the Centre and the dates chosen in all cases there is a good ratio of free places for adults supervising parties.

For further information contact:-School Venture Weeks 21 Southernhay West, Exeter EX11PR. Tel: Exeter (0392) 59619/31034.

SCHOOL VENTURE

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An educational support service organised by Butlin's Limited.

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tion committee of the Inner London Education Authority. The authority's schools subcom-wites to six not to giva a grant to the community school, many of the community school, it will close at the end of this ferm the actionic committee com-firms, the decleion not to belp tha school, it will close at the end of this ferm the adays later, and cracify five years aftec if opened. The achool is asking tha ILEA for to conventionel echoole in the area. A attement from tha school thio week said: "Altenative with a school closes acco build to cost moca than the free chool of 50 children with and cost of to conventionel echoole in the area to conventionel the arthority will have to many the echool h

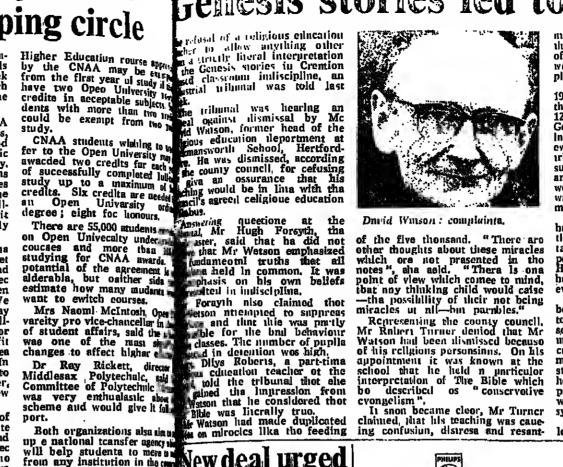
Genesis stories led to rumpus

Stephen (in proposed showld be more accountable by patients, their families and the merel public, a leading authority

Stephen (in place on a degree or Diplome of Stephen (in place on a degree or Diplome of Head Second Property Diplome of Stephen (in place on a degree or Diplome of Head Second Property Diplome of Don't give way on pay
Head Sugge Prime Minister, 'Don't give way on pay
Head be the support of the Prime of the support of the National Second Property of the Instance and other ranke unions.
A letter to Mr Chlipphin from the Stopol to the Stop

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mean among his pupils. Efforts by the headmaster and scainer members of staff to change his approach were unsuccessful. There were com-plaints frum parents and pupils. Matters came to a head in Junc, 1976, when he told the headmaster that ha intended to teach all the 12 and 13-year-olds the hook of Geuesis, and mado it clear that he Intended to discredit the theory of evolution. The head and guvernots tried to discourage him without success. After he refused to give an assurance that his teoching would conform to the syllabus, he was suspended and eventually dis-missed.

missed. Mr Watson thld the tribunal he Mr Watson trild the tribunal he had bean head of Religinus Educa-tion of a srhool in Slongh and had taught English in Rickmanswurth pcaviously. At tha intervlaw at Hertfocdshira comprehensiva ha had sald he wos a conservative evangelical. "I felt what Mr Forsyth (the head marker) wurthed was to the was

"I felt what Mr Forsyth (the bcoil master) wunted me to the was to cut out rhic teaching of the cun-servotive paint of view and restrict my teaching only to the liberal critical view." I do not chint that my hondling of their reactions (his students) was the wisest it might hove been but I would say thut the presentation of this sort of material was exectly in accord with the wos exoctly in accord with the

syllabus." The licaring was adjaurned loter this mouth

Fare rises 'appalling'

British Rail's decision to withdraw concessionary farcs from school-children over 14 from September acoused strong protests this week. The maye, which will double the price of season tickets, was first announced last December. A subtration for the Child

The mark, which is the set of the

Telavision naws, cops and robbere and situation comedy programmee were ottacked this week by tha Notional Association of Schnol-musters-Union of Women Teachecs. Many programmes were immoral, the union declared in its comments on the Annan report on the future of brondcasting. Mr Freil Smithios, assistant gen-ccal secretary of the 90,000 strong union, enid programmes such as Tho Sweancy ond The Muny Wives of Potrick were haunful. The tough police series, The Sweenay, was and of the woret axomples, Mr Smithies said, but he admitted that

The National Association of Roll Passengers said it was "supalled" at the withdrawal of concessionary school fares. "It is a blatant fare increase and runs completcly coumer to British Rail's state-ing for the education.

Too much TV on seamy side he watched it, "I find something

PHILIPS

ccpellontly attractive about it." The union's comments on the The union's comments on the Annan report were drawn up by e team of four who add: "It is our opinion that many programmes rannot be an influence for good, many are probably harmful, and some must be harmful. It must be a source of concern thet pro-grammas are broadcast which are elaber immoral in their outlook or confirm immoral ottitudea." The Mony Wives of Potrick is a light-hearted look et o man who has been married and divorced eix limes.

Ilmes.

Philips Audio-Typing Competition for students 1977

Winner of National Final Second Prize £275

£700 Misa Susen Harris

of Hunlingdon Techniaal Collac which receivee Phillps quipmant to the retell lua of £150 and holds the Philips Trophy for ona yeer

Regional Winners (£50 each)

J. Grent Scot. nverness Technicsi College N.W., E. Clarkson Wigen College of Technology N.E. E. Thompson Kirby Collega of Further Education, Middlesbrough S.W. K. Brown Poola Technicsi College, Dorse

W. Mid. T. Havwood ' Foley Collega of Furthar E. Mid. V. Carter is S.E. Derbyshire Collega of Further Education N.H.C. S. Harris Island Huntingdon Technical College Lon. M. Stack Kilburn Polytechnic S.H.C. A. Eflanna Highlende College, Jersey

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Mi, J. R. K. Lyell, Philips Electrical Limited, Century House, Sheltesbury Avenue, London WC2H BAS.

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Miaa Jaoqualine Grant Inverneas Technicel College

Third Prize £150 Mias Katharina Eglington Nupler Collega of Commerce & Technology

Regional Runners-up (£20 each)

Scot. M. Brown Eak Valley Collega, Delkeith N.W. Li Thomas Allibank Collega of Commerce, lverpool N.E. A. Warhurst

Horrogate Collage of Further Enlucation

S.W. F. Duncen North Devon Collage W. Mid. BiBishop 334 Walaell College of Technology E. Mid. F. Smith Chesterfield Collega of Technology

East Herts College Lon. D. Fesney Kingsway-Princeton College S.H.C. J. Mason Eastleigh Technical College

All shares Oualified for final by marks

K. Eglington Napler Collage of Commerce & Technology M. Abrahams Orplanton College of Further Education V. Marcin Ejtimeby College of Tachnology M. Durrance Ipswich Civic

College Meaon chnical College 1.11.2 2.2 2.1 2.1

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School Entrants merit Awarus (2100) D. Allen Forest School

for Gluis, Horsham (£78) J. Billingham Fort Pitt School for Glus, Chetham (£50) S. McKee Duncon Gremmar School, Scotland (£25) G. Christia Kirkton High 👘 👘 👘 School, Dundea (£25) C. Golding Meidelona School for Glule

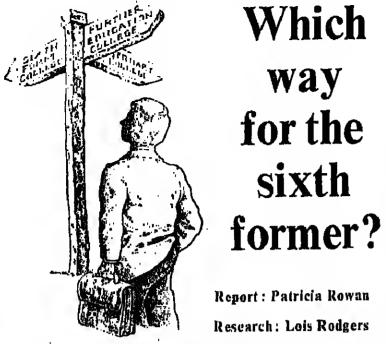


Simply years allead

NEWS

THE TIMES EDUCATIONAL SUPPLEMENT I

A TES inquiry into alternative forms of full-time 16-plus education and what they mean to the punile



the 16 th 18 uge-group will drop sharply ufter peaking in 1982-coupled with evidence nn the new breed of sixth formers in the comprehensives, have led to the proposal of radical solutions.

Since nuly a minority of 11-ta 18 echools will by then have sixth furms large enough to provide vishle courses for the neede of both A level and less ocademic students, DES thinking is thot l.e.a.s might well be advised to consider a break at 16

Like the National Foundation for Educational Research report which lost week came down in Research report which lost week came down in favour of o move to college ot 16, the DES sees advantoges on educational, economic and sociol grounds. Concentrating courses in colleges, in-stead of duplicating them in small groupa in neighbouring school sixth forma or spreading them unevenly in FE colleges, could mean a better use of resources better use of resources.

Students would have a wlder choice and more flexible subject combinations. They would also get the greater freedom, which many of them clearly the greater freedain, which many of their charty welcomed, of a more adult atmosphere, eepecially in the tertiary colleges, which have the added social advantage of being genuino 16-plus compre-hensives—providing the whole spectrum for tha whole of the age group. These colleges oleo have

The implications of falling hirth-rate-numbers in the practical links between school and works the Government ie looking for.

The moin disadvanteges of a break at its sven as the effect on 11-to-16 schools in stat and morale, oa well ee the cost and traus another upheovol. There was some hostility ministers provocatively floated their ideas a this year, and the TES gave details of the interval behind the proposale (April 12 this year, and the TES gave details of the latiuns behind the proposals (April 15], other probleme to deal with, the DES has postponed publication of a draft circular more information—especially on cosing heen prepared. But tha problem has not nywy. What to do about sixth forms rank heading and donlowness of hehind teachar training and deployment planning issue forcod by falling rolls.

Decisions can be based on experience. In are ulready 75 sixth form colleges and 12 in colleges, spread through 39 Leas Mont planned. There are also experiments with aither between schools, or const courses, either between schools, or con scinol and FE courses. For some time to tbcy ure the most likely compromise solu small sixth forms.

How ore they working ? Although the De heen closely watching the growth of the there is very little published information er

Sixth form colleges

For pupils over 16, muinly doing A-levela but with some " new sixth-farmers ". Run under DES school regulotions.

Sixty of the 75 sixth form collegos answered nor survey; another six sent their prospectus. Ton were established between 1964 and 1969, the rest in the 1970s.

rest in the 1970s. Eight were purpose-huilt, 40 wore based no former grammar schoola. Average size : 489 pupils. Average possible cupacity : 588 pupils. Average asize of A level teaching group : 12.3. No minimum aize. Average unibar of A levels offerad : 27. All the colloges say they are open access accept up All the colloges say they are open accass accept one (Blacknool Cnlleglete) which has a selactive entry. However, entry to examination courses usually ilepende oo record in previous examinations (og, suit-able O-level peeses for A-level outry) or recommendu-tion from previous head.

All offer A lavels and O levels (two resite only); 28 nffer CSE; 34 AO; 39 CEE; 35 Royol Society of Aris courses; seven City and Guilds foundation courses; nine Institute of Linguists courses. Twenty run link enurses with the local FE college, two nffer Certificate of Office Studies run at the FE. Concreat studies examined or not are on linearity.

Goneral studics, examined or not, are on important

Goneral studies, examined or not, are on important addition to options. A occratoriol courae (RSA or London Chamber of Commerce) can be combined wide A levels of about half the colleges, saven affer a pre-nursing course with A levels, four pre-toaching, two pre-sociol work, and three child care courses (NAMCW), oll of which cen be combined with A or O levels. One college has a commercial technicism course " porticularly for house"

Average possible capoelty: 1,081, In addition, the tertarics have many more students 725. Average possible capoelty: 1,081, In addition, the tertarics have many more students on day-rolesse, pert-time or in evening cheeses (in-cluding edults), some of tham isharing the earne classes. Part-time A levels are possible, Average size of A level teaching group: 12.8. No minimum size, average number of A-levels offered 1 29, all are opou eccess but outry to arem courses used by

iul are opou eccess, but ontry to exam course useally iul are opou eccess, but ontry to exam or recommenda-tion from provious head. FE examining boards are more specific, e.g. OND has a four Olsvel require-

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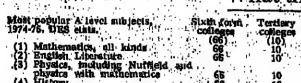
What they teach

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(4) History
 (5) Geography, including: coordinating geography
 (6) Chemistry, including Industrial, " Nutfleid
 (7) Economics, including cont. the content of the second s

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 (8) Biology, including cocisi, human botany and zoology, biological science . 61.

science French Art, including crafts, and ort 1.1.1

• British Constitution includes : British and American Constitution, Government ‡ Omer Science and Vocational includes : Geology, Computer Studies, Physical

(11) General sindhis (12) Bochoogy (13) Bochoogy (13) Bochoogy (14) German, (15) Roligious, knowledge Demestic, subjects Other, balance Action and vocational; Action and vocational; economic history (20) Ministry and Marking (21) Letin (22) Specify and (22) Specify (22

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tory Woodwork 66 10 10 WILL N Y L remment and Politics, Politics, Politics) Studies, Scienca, Deelan and

place, a combination of OND business orudios and RSA. But A levels are sometimes more vocationally oriented—surveying, building and construction. Efforts are being mede to blur the academie/voca-tional Mas, and it is asay to change from course to course. Some ecademic students have switched from A levele to OND business studies or engineer-Alleractive ordinery lavel ing. Teachers in minority subjects, usually closeless or modern languages, are occasionally ahared with local

tion from provious head. FE examining boards are more specific, e.g. OND hos a four O-lavel require mont. Entry of 16 or after public examination success. Students have o choice of course, but not of institu-nion, unless the tertiary does not provide the coursa they want. It also takes students from outside the catchingent orea and from the independent occtor, and first in search of good science courses. All 10 offer A, levels, OND, Bearand, Certificate of Office Studies in man after 0 fevals, Students for a first of the seme basis as in ochools and sixth form colleges. Lanceshire gives e smell non-means-tested award to all full time 16 to 190 in torbiaries instead of meals. School meal and transport concessions are not statu-tory in FE and could be vulnerable to future cuts. National Health benefits, such as free executies, are attracted with local

Independence on restord in previoue examinations (or, and/or constration of the previoue examination (or and/or constration (or constration of the previoue examination (or and/or constration (or constrat



How successful academically are of 68.9 jer cool mas in the colleges ? Not all the colleges The national average pass trates for 1976 was 63.4 per cent 1976. The '50 sinth-form' colleges who did answer intel diversion had an average pass rate the subtence for such s the students through the whole contained to the subtence for such s the students through the subtence for such s the such s the subtence for such s the subtence s the subtence s the s

1.1 electronic qu sol P $\max\{S_{i,j}, s_i\} \in \{s_j, \ell\}$ City and Suults Art Feundaties Sixth forth , Tentiary , colleges ; colleges * HANKW, International becomposition and for norshall Pre-Diploma 1 740 • pre-suiting, medical services, science inbergiory (Hed. Sec. Dip) technidan, polles cadats Diplome af Management Studiot NNEB, CETSW and HAUG 11.1. 1. 1. 1 How well they do

Landon Chamber of Commerte

City and Guilds Foundation

CLUMP OF ACTING AND A

Institute of Linguist

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teachers and l.e.a.s

choice

What has been deciding what sore of the many different and personalizies they have got before deciding what sore of file.

Economies of scale

-do they add up?

plus educating in gn for. Lens will also have in con-

sider some dichard pulitical commi-ment in 11 to 18 comprehensives ond the competitive aspirations of achool heads.

If imposire, the country which made the carliest and heaviest commitment in sixth form colleges (taking a third of the ago group), reorganized in this way because 15 years ago it undo much the some enlouisations as the DES is making when show sixth form size.

factors operating: sixth-from teachers also teach in the rest of the school, which shares facilities and equipment; FE teachers also take evening classes and day-release students, and full-time 16 to

ond the competitive aspirations of achool heads. Where an antimity has already reorganized with middle schools it would not make sense to split a 14 to 18 school. The birthrate may point in different organization now; few would contemplate the uplearad. Isompshire, the county which made the catlest and heaviest



Staffing: the pay points of conflict

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THE TIMES EDUCATIONAL SUPPLEMENT

Haunted by music's When there's danger on little old lady

Private music teachers were told tory. Pupils from surrounding the week that to improve their schools went for half-day weekly the week that to improve their schools were to another the professional status they should instruction. This system not only instruction, this system not only instruction, the system of a since teaching did not take place luile lady in a liack room.

NEWS

Suid at the Incorporated Society of Musicians' Summer conference of instrument and singing teachers, that they were often asked by parcents why, with their qualifi-cutions, they did nor nucke a encer in performing. The answer to thar was that it took qualified perform ers to tesch children how to per-form. Miss Jill Meager, chairman, and at the Incorporated Society of

They were size often asked why they could not get good jobs in institutions. The loss of freedom of choice that entailed should be

Private teachers, sha said,

primited out. Private teachers, sha suid, should form themselves into work-ing partnerehips. Thess tended to he more effective theor individuals in dealing with official bodics. Mr John Hosler, National Couucil for Music in Educotion, suid local puntorifies were in e dilemma when tivitiling lluited funds between full-time peripatetic Instrument teachers. Private teachers were nnly allowed up to 10 hours' teach-ing in achoele without breaking exasting regulations. This mado it difficult to uea the existing pool of private teachers to best advinitage. The Music Centre concept, how-ever, did represent s way forward as in Tower Hamilets, where a centre had been set, up outside school terri-

Other Science and eering Science.

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on school preinises, removed music reachers our of reach of legal re-

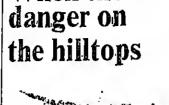
house of an imminent increase in the numbers were infounded. The nirop in the national birthrare to a predicted one million fewer pupils by 1988, inevitably menut fewer jobs for reachers.

Resources should be conceptrated



which is spent abroad in amployment or sludy. In addition to the usual GCE minimum qualilioatione, epplicanta abouid have lwo 'A' level passes from Franch/Garman/Bosniah or ona from Franch and Gatman If they ata admitted lo the Baginnars' Intensiva oo urse.

For further details plesss contact: Admissions Officst, Brisiol Polylechnio, Coldharbour, Lane, Frenchsy, BRIBTOL BS18 1QY. Tel. (0272) 656281.







Blisters, après ski boozing, hang gliding and parascending are just a few of the new hexards recognized for rise first time in the istest Dopartment of Education ond Science odvice on outdoor educa-

tion. A new cilition of the safety book-let Salety in Outdoor Pursuits has just been published. The last ooe appeared in 1972. It says there has been a sharp rise in the numbers of young people taking part in adven-rurons activities in monutalnous country and this is where the groat-est number of socidents occur. Seri-ous occidente are often caused

est humber of scidents occur. Seri-ous occidente are often caused becouse those respossible fail to take proper precautione. The new advice on skiling is that tha party lesder should have a Sici Party Organizer's Certificate nworded by the Notiooal Ski Federation. Special care was needed to preserve acceptable standards of bebaviour when visit-ing countries where alcohol may ba more essily availabla to children than at home, the booklet says. Before pushing pupils off a hiji underneath a hong gilder the DES recommends contacting the British Hang Gilding Association for advica on suitsble sites, aquipment aod uncented of the beakiet recommends of

on sultsble sites, aquipment add precautions. The booklet warns that the sport is strenuous and risky and that tha minimum ego for solo flights le 16.

Porascending—going up or e purachute towed by a cor or boot— is goining in popularity in echools Ooly licensed instructors sbould be used, the DES says, and though there is no minimum ago limit "organizera should considor care-fully tha physical requirements of the sport before agreeing to its

Introduction ". Whith both hang gliding eud para-scending, schools should check the . local suthoritiss' incurance position, before allowing suyone to take part. Safety in Outdoor Pureuits. DES' Safety Series No 1, H.M.S.O., price 90 perce.

Mark Jackson School to work Shortage of sta can hold up her and for '3-U-grout

he careers service, Invishly reised end cast for a key role by he Government in the new pro-grammes for youth, has presented to bill. More than 700 additionst staff will be needed to unske the scheme for unemplayed youngsters work, it ssys. A working party of the Institute of Careers Officers has teld the Employment Secretary tust the local

Employment Secretary that the local euthority carears departments are dready working flat out, and that unless they get the extra staff gulckly the scheme will jenpordized. It believes that 470 new officers and 250 support staff are the minimum required. A staff is based on baving the officer for avery 250 and 0 the top passing through the programme, but are ready to leave. The figure put forwards staff is based on baving the officer for avery 250 and 0 the top passing through the programme with staff is based on baving the officer for avery 250 and 0 the top passing through the programme with staff is based on baving the officer for avery 250 and 0 the top passing through the programme with staff is based on baving the officer for avery 250 and 0 the top passing through the programme with are the minimum requirad.



in improving their straft

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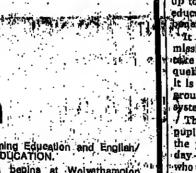
aroup within the further education system. The other rules denies benefit to pupils who laava school early in the yeer but go back — even for a day — to alr examinations. Thosa who are concerned about this second rule, introduced to end variations in the practice of social sacuity offices un and down the the least motivated who ora often the supplementatory benefits to sixth the supplementatory benefits to the supplementatory benefits to sixth the supplementatory benefits to the second s

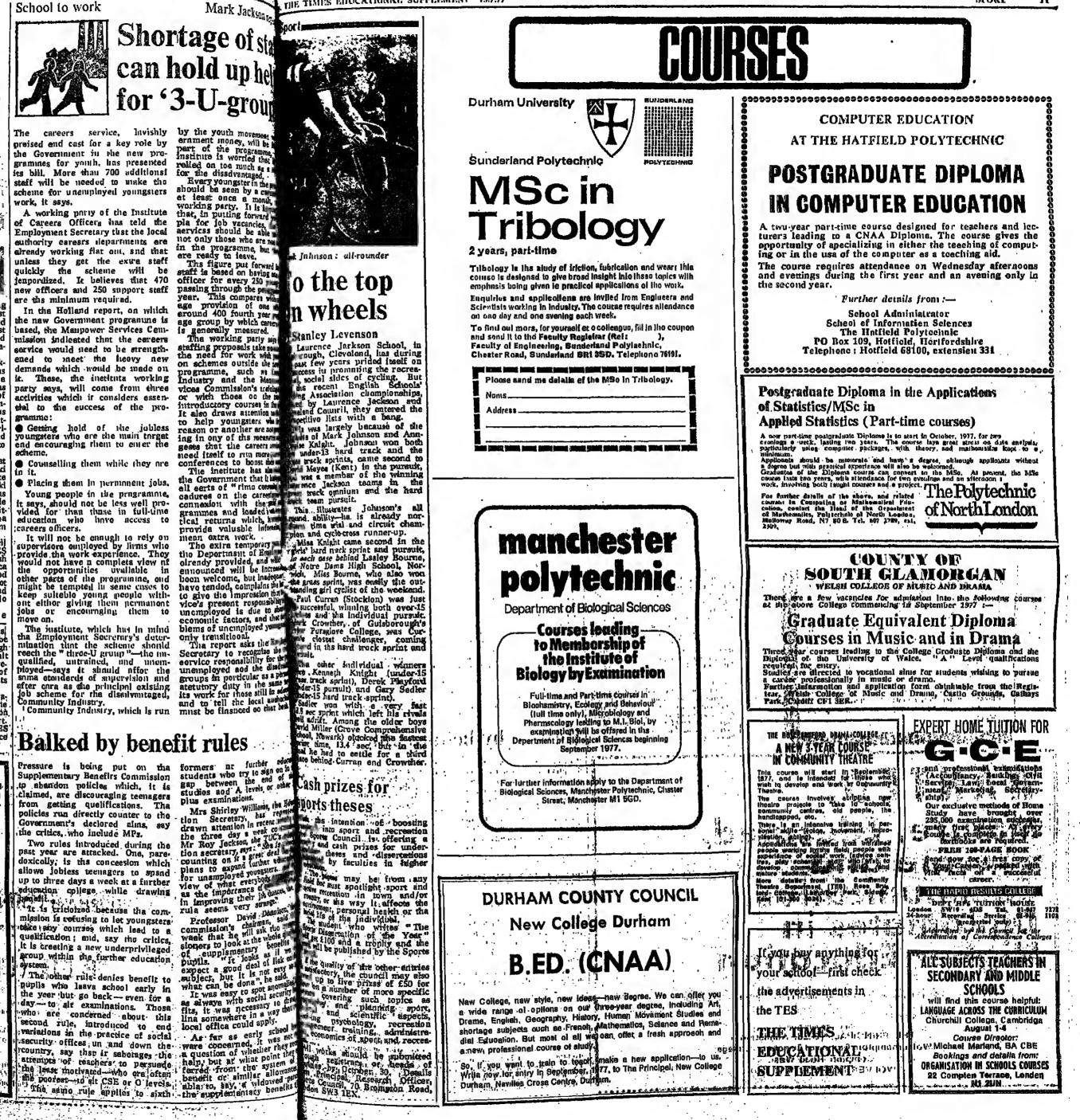
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THE TIMES EDUCATIONAL SUPPLEMENT IS

Council of Europe Education Ministers have been discussing the links between st. and the community. Paul Moorman, Foreign Editor, reports from Strasbourg

Learning to live with school

Education Multisters of the Could' of Europe countries met here last month is futuristic and idealistic month. The theme of their confer-cace, singed in the enualit's new [25m headquarters, was "school and the community". Philosophiz-ing on the grand scale was the order of the day.

nf file day. Schools, it was agreed, were going through a crisis of identity. But this did not mean that they were dead as institutions. What was dead, or rather, dying, was the idea uf schools as neutral, value-free places dispensing cternal verifies.

verities. fustend, in had to be accepted that schools should be parr of, and no apart from, the world at large. In the words of the Austrian Minister, Dr Fred Sinowatz; "We want to get schools out of the ghetto they are in: the gluetto of not teaching about society, traffic, pullution, communications, un-empluyment and so on."

employment and so on." One key aid to de-ghettoization identified by almost all the dele-gates, including Mrs Shirley Wil-liams, was parental perticipation. Mrs Williams, ovoiding better than most the temptation of building costles in the air, nonned to the ex-isting involvements of marante in lsting involvements of parents in British schools and called simply for them to have more say in decisions affecting the day-to-day rutuing of

But this, occording to Dr P, Van-bergan, director general of curricu-lum organization ut the Belgian Min-istry uf Education and euthor of tha conference's keynote report, in-volved much more than a decisium on the part of governments to give freer rein to paranta. The problem was tenching parents tu want to par-ticipata. One reason for the hesitau cy--par-ticularly smong working-class parents-was that they could see no concrete benefits in schouls for their childten.

pean country. In Germeny, traditional Gorman attitudat to authority were slowing the process of deologradization; but there, too, participation in dacisionmaking in society was seen as an assential prerequisite to change in

ATHENS the teecher-pupil ratio, by curtailing the averages.

The union said that its momhers included 3,867 philologists, 2,220 teachers of methematics, 825 theo-logians, and 5,500 nf other discip-ilnes including 769 Engliah language teachers.

in state schools totalled 6,500 and wero bound to increase following Mr Jamas Chandler, director since the Introduction of compulsory 1974 of the Education and Human schooling for nino years from this Resources Office of the US Ageory year. The union claims that these new appointed director of the vacancies ora now being met Geneva-based International Bireau provisionally by the lowering of of Education, en arm of Unesco.

delegates. One solution was that should tell their pupils their cal preferences and then s were then going in give the views as well. But most de thought good will and an approach the most realist in more cnaccete yea, d ference discussed the schonis in give more jobers training (linugh h ran say huck into the problem we say might not be jobs enyore necessity to develop adulters and permanent education it the words of Mrs Williams More fundancental, however, was that we lived in a society of allen- atton. Ordinary cliasans were not generally required or allowed to its was unrealistic in expect them in its was unrealistic in expect them in schools.
 Othor Ministers pointed in mora visitive uspects. Sweden and West rmany waro cited us examples of utries with worker many waro cited us examples of u

and probably do not mean these thing to everybody. But there promising words which may, combination, enable the school recover its internal balance and position in the community, and open new rayenues whereby so and women will find greater oppo-tunities for the practical exerci-on freedom."

Meanwhile, the conferen Meanwhile, the contention of the content of the conte

South Africa Government holds" out pay

from Martin Feinstein CAPE TOID

Hopes for a settlement in the dispute between teachers and Government (TES, July 8) baye rh with the encouncement by b With the engouncement by Minieter of National Educated Plet Koornhof, that a route conference between the Go ment and teaching associations be held "as soon as possible be held "as soon as the still is But the Government still

But the Government will an that salary increases will an eranted until the country's from the position improves—pre-the delay in the promised dispensenon that sparked a dispute two months ago.

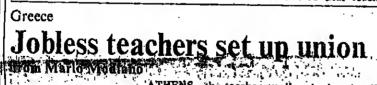


The dangers were recognized; in taught "objectively" the management of the second state of the second stat ferent inculities might be pulling in different directions. The task of cenhe to lay down broed guidelines and play a miniling role to see that decisions taken were within these boundories.

tim Minister. His view: "The world siruation is no God-gloca, but the post of the result of characterized and the used is no interruption for under standing society."
The essence of democracy was to glove children the information necessary to make chines about society.
The one chines about society. "The unod was best summer the information necessary to make chines about society." If you do not glove them that information, you are inductrinating them. Anybody can learn dates and selectific date: him world, and probably do not make the standing them. Anybody can learn dates and which dates are when is crucial." countrias with worker participation in the former, schoola wore more closely integrated with society than perhaps in ony othar West Bure-in Germeny, traditional German

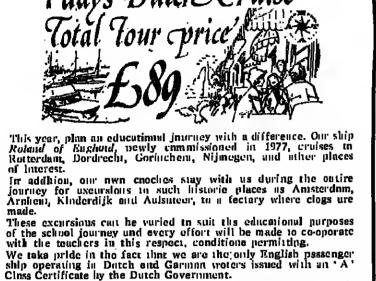
And Sweden's new Education Miniatar, Mr Erik Wikstrum, said : "Pupils must be mught about poli-tics and different pulitical idens in the agene way is they are tought about different religions.

insential piercequisite to change in the government of schools. In Italy, also, daspita a rigidiy cantralized system, it hed been poa-sihle to establish two years ago school, councils, to take day-to-day dacisions. This wus because of the examplea sat by tha trade unions in industry. Cantralization, was another area of broad egraement. Authority should be delegatad to locol authorities, individual schoola and even to classrooms themselves. the same way us they are taught the aame way us they are taught about different religinns. "Otherwise they will go nut into moderu society as crippies." What about communiam, a power-ful factor in some Communiam, a priver-Wikstrom provided the consensus : "Schools should not be neutral as to the worth of parliamentary de-mocrocy. Parlicipation, roaponsibi-ere what we meen by democrecy. Thase are the values thet should be taught."



A Union of Uneouployed Secondary class hours end by imposing over-Schoolteachers has been set up in time work on the existing staff. Atheus to press the Government There are 16,000 teachers in Greek members in the country's new of 500,000 pupils-hut their unaquei A union spokesman sed that the averages.

educational system. A union spokesman said that the recent decision of the Ministry of Educetion to appoint 2,500 new statchers solved only part of the problem. Greek secondary educa-tion was still seriously understaffad. According to the Federation of Scondary Schooltenchers, vacancies in state schools totalled 6,500 and were bound to increase following the introduction of compulsary schooling for nino yeers from this year.



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British staff hope for better deal

from Dalbert Hallenstein

MILAN Thousands of British teachers oow orking in private language schools throughout Italy mey find that their often precarious working conditions and low salaries will be radically improved within the next two years. The Italian confederated teachees' unions (CG1L/CISL/UIL) have begun a battle to'echieve e national lective contruct foc ell teachara working in private schools by 1979. Conditions at present for nongate employed teachers ace confused and very from cotegory to ategory. Teachers in church-run privata schools work under differconditions, and for diffecent daries, frum teachers in lay schools. Existing national contracts olso very from union to union and, in the ionfusion, employers often choose the contract which offers the poorent conditions und salaries.

For toachers in private longuege shools no national contract yet exists end modern language teachers are often classified for contrac.

Meanwhile, life is difficult for molispiongua reochers of Euglish In July. At present there is e boom in demaad for English len-guage reaching in Italy. This is largely he result of e peogressive fall in standards in most of Italy's university faneuoge foculties, which inevitably reflects itself in poor teaching standards in the atate schools.

Hundreds of private achools have therefora sprung up to fill the vacuum, but they are often little better than their state competitors. Motivated by the prospect of large profits, many acinols cut beck drastically on touching aids, outpieds and salaries, so that often

West Germany

their only ceal advantage avar the state system is the presence of underpald and overworked mothertougue teachers.

Io private schools which teach English, an increasing number of the teachers are young Bolish graduates who have had difficulty graduates who have had difficulty in fluding work at home. Offered the chance of a job in Italy, they often grab the npportunity without reslizing that the cost of living in Italy is far noo kigh to survive on the selecy offered.

And being new to Italy, they are not aware that the country's lodus-trial laws guarantee them such basic rights as health insurance, pension, wago indexing, paid holideys and superannuation. superannuation

Many school owners exploit the Ignorance of their first-year teachers Ignorance of their first-year teachers and economize by not paying the licavy state contributions which guarantee their staff's health insur-ence and pension scheme. Before the present conomic crisis mony school owners encouraged sn annuol turnovor of new trachers in order to rid theoselves of more senior toachers who were becoming owaro of their rights.

ars are often elassified for contrac-tual purposes as clerks, shop sssist-ants or oyen as seasonal farot work. ers-in order tu escepe paying tachera over the long summer break. Wide the proposed CGIL/CISL/ UIL national teachers' controct these saonalles should be elinuinared es all private school longuage teachers will be considered part of one gen-aral category of independent school-teschers, Meanwille, life is difficult for moniseriongua reochers of Euglish in Italy. At present there is e boomt in demaad for English len-guage teaching in Italy. This is largely the result of e progressive fall in standards in the atter But recently, date to the difficult

contributions. Many reaching staffs hove forced schools to grant them decent work contracts end conditions by striking or other industriel action. The staff of the British School of Vicenza, for example, after a long period of fruitless negorietimus and strikes, is now occupying his school to try to period of a part them. to persude its owner to great them, improved work contracts for next vear,

Sex guidelines stress responsibility

from Mike Duckenfield

Sweden

minorities, seconding to new instruc-tions for sex education in Swedish schools,

schools. The rules, which govern tultion for sll seven to 19-year-olds in the 6,000 comprehensives, upper secon-dary and spacial schools, have been published by the National Bosrd of Education. They will replace rules isld down 21 years ago, when sex education was made compulsary for all pupils. ll pupils.

Although considerably up-dated, the rules—described by the board's general director Mr. Jonas Orring as "guidelines for the oecds of our time"-fell far short of sdyancos recommended three yoars ago by the 10-year government USSU Com-

One reason for the bosrd's caution In making changes is the large in-flux of immigrants into Sweden during the last two decades. Cur-flux of limmigrants into Sweden during the last two decades. Cur-serveys heve shown thot virtually migront children in the nine-year comprehensives and upper secon-dary schools, including many Yingo-slavs, Greeks, Turks and lungerlons as well as Flous, Dones and Nor-weglans. Another is the growing uneosi-ness of some parents and religious One reason fur the board's caution

STOCKHOLM groups. Movas to report the Pupils should be left to make up Government to the European their own minds about abortion and Commission on Human Rights for the use of contraceptives, but taught violating their cight to determina not to discriminata ogainst sexual their children's moral upbringing were started by a group of parents lest yeer in acticipation of the USSU recommendations being adopted-despite tha failure of a similar oppent in Dennierk (TES, Jenuary 14).

The basic aim of sax education nonetheless cemeins the same as in 1956: teeching should contan prudery and secretiveness. Tuition should be co-educational and pupils always given honest answers to their questions regardless of their age,

Seeking a middle way in the dobate on whether sex education should be velue-oriented or purely objactive, the new Instructions say teachers should stick to the facts in dealing with topics where public npinion is divided, but otherwise

Topics for classroom discussion would include upposition to the "sexploitation" aspects of pocugraphy, the need to guard against graphy, the need to guard against the spread of venereal disease, uon-discrimination against exual minorities, feithfulness to one's sexual purtner and, importeotly, the right of all to enjoy a sex life-including tha mentally and physic-elly hendicapped, the old, mentally sick and prison inmates.

All teaching materiels are to be examined by the bnard before use. Anatomical illustrations of a scien-tific nature should be used, but tilic nature should be used, but those showing emotional or oexuel relationships must not conflict with the aim of permoting fellowship. Role play films with scenes with soxual cootent will be allowed in uppec secondary schools if i.e.s. wish, but those showing sexual intercourse or stimulation have been banned from ell schools.

The rules also say that parents-especielly immigrants-should be inid of the contents of sex oduca-tion and photogrophic matecial should but he used egainst their or their children's wishes.

As tultion is integrated with other subjects, as many as 60,000 teachers, hoedmasters and school welfore staff are to undergo in-sarvice troining storting with a pilot course this summer. course this summer.

10 YEAR MUNIPLAN What is the difference?

capital end income, hILA Units pay a dividend each New and November and the price is quoted daily in the Financial Times. Municipal Martual Insurance Ltd. with current Assumation of the subsidiaries of "MM" which is there, to serve you.

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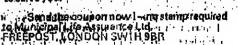
Court ruling may strengthen college attitudes to violence.

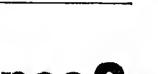
by David Dungworth

teact to vialent denonatretions by Nudenis in the futura. When a lecture boycott called for by a minarity of Hamburg's atu-tions proved largely ioeffective, waving groups physicelly pre-mean other students from enter-distributing blocks and, broke up charged which we're still being held. In a atempt to pravent the intimi-tion from escalating still further, the university's president, Herr builte of all faculties except medi-

The recent disturbances at the University of Hamburg (TES, Jund 3) have bad legal repercussions which are likely to luffuence the which university euthorities text to violent denonatretions by Which is in the futura. When a lecture boycott called for the groups physically pre-terming groups physically pre-terming blocks and, brake up have been the intime. The difference is a greater proportion of your savings is invasiod – MUNIPLAN is a 10 year regular savings plan through life assume from Multicipal Lifa and la dasignad ic phovide turas has been taken by a majority of students end according to the rules of the institution coocerned. Anyone who does ao is guilty of the maximum capital growth over that period. Anyone who does ao is guilty of the maximum capital growth over the promotion of your savings is invasted over the 10 years in "MLA Unlis" and the dividends are automatically ra-invested. In the maximum capital growth over the period. Anyone who does ao is guilty of the maximum capital growth over the period. Anyone who does ao is guilty of the maximum capital growth over the period. Anyone who does ao is guilty of the maximum capital growth over the period is a single over of at least 90 times your mombly savings and income tax reflect is their constitutional. Tights, but are also preventing the university-there the maximum giov/di, in woth also preventing the university—an Institution financed by public money —from carrying out its proper func-tions of keaching and research. The discrete field of the second here and the strike. The first of all faculties except medi-met of the strike. A student in the faculty of lew solution of the strike. A student in the faculty of lew solution of the strike. The first of the strike second here any solution against discuptive to take action against discuptive there is a likelihood the interven-tion by the authorities will head to even worse disturbances are they justified in remaining passive. This judges ruled that since the and staff were prepared to com-time their normal activities, the university should here used first they would eventually geter out of they wo

Municipal Mutual Insurance Ltd Head Office noto-Gueen Street, Westminster, London





THE TIMES EDUCATIONAL SUPPLEMENT HAR



Start with practice

ther education is that the students the schooling process. This problem could be offeviated by placing students in schools for the first schooling process. This problem

who wonted their assistence for teom-teaching in the clessroom. At oo time during this yeer would the student be deliberetely exposed to managing e class by stability of schools as is frequently be responsible for carefully structuring the role to be piayed by tho student, whose involvement in planning the lessons would become deeper es the yeer progressed. It might start by n completely pustive assistence but wurely never just sliting back and natcillag on experienced teecher trach. The advantages of this yeor will be evident immediotely tho atu-

The advantages of this year will be evident immediately tho stu-donts entor their first year in col-lego. They will have acquired a first-haud knowlodgo of loerning unte-riele and resourcee and how they can ho used. Throngin discussion with the teocher they will have hed the onportunity to evaluate the motiode and noterials in use-a far cry from the connived evelue-tions we had to make hu our teochious we had to moke lu our teoching practice flles.

ing practice files. They will also have observed chil-dron for e yeor at e strotch and had to copo with childron while problems, whoout the pressure of preparing lessons and hoving to endure all the differentiate place or at best the difficulties olone, or et best with the smell comfort of discussing which the smell comfort of discussing rhem with tulore end teachers after the momeot of crisis when it may be too lete. They will elso have kept notes on their experiences at school for oxamination or college. These four properties will enable the studeot to benefit a vastly greator amount from the col-lege course in every aspect of their course. From learngreator amount from the col-lege course in every aspect of that course, from learn-ing meteriels to child psycho-logy. I believe that in one term studeots will develop s greater sporecistion of the course tits, they normolly do in three years. This means that the two or three years control in college can be used in spent in college can be used in exploting educational theory and special studies in much greater

depth. The final element in the training would be s wshi tutored proba-tionary year. Some of the odvon-mages of this iotroductory year are that participants should know for. certain at the end of it whether or not they feel committed to teaching i thet teachers who co-teaching i thet teachers who co-

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solid practical experience and be stulents in schooling process. This problem could be ofleviated by placing stulents in schools fur the first state unqualified teacher roto. They would work with tescliere who wonted their assistance for teom-tesching in the clessroom. At oo time during this year would the student be deliberetely exposed to mansging e class by bilm or herself. The teacher would be responsible for carefully so far, I here not discussed that be responsible for carefully so far, I here not discussed that be responsible for carefully so far, I here not discussed that be responsible for carefully so far, I here not discussed that be responsible for carefully so far, I here not discussed that be responsible for the reacher would be the reacher would the reacher would be responsible for the reacher would be there the reacher would be there the reacher would be t

them to assess their course material with a view to using it leter in

teoching. It connot be overemphosized that a substantial degrees of classroom oxperienca is essential to enoble one ant only to make the best use of teoching materiel, but also to appreciate the value of cortein materiel which might otherwise have been overlooked or discorded. Greduates approaching teoching in this wey would probably need only o torm to study the theory of edu-cetion. cetion,

cetion. However, it connot be precluded thot many people will decide during or after their ligher education courso that they wish to enter the teaching profession. They would be required to spend the year as un-qualified teachers and to follow this with two terms in a coulege of edu-cetion during which they would study the theory of education and the use of meteriale. In general it will be up to the in-

In general it will be up to the in-dividual college to decide on such matters as the student's contact with matters is the student's contact with the college during the year at school, or contoct with schools during the time at collega; or the numerous aspacts of teacher edu-catloh which hinge on those in-volved, tutors and etudents.

Trained for the dole queue? students will be sole to see all they are being intruded upon; that students will be sole to see all their training in the perspective of solid practicol experience and be able constructively to evaluate the information and idess being dis-

the same position; their training is considered to be incomplete.

It is quite clear that without a

Sir,--Meny student teachers in their third year of training have now com-pleted their final teaching precise in the certain knowledga that they will be unable to obtain qualified status because they have no teach-ing jobs to go to in September. It seems to me to be the height of dishonesty for the Government to there are a server and the set of the set of the set of the set of the the profession. Surely the Govern-ment itself could hind their solarios for one year, to enable local authori-ties to employ these probationers on condition that they were given full-time clessroom responsibility, end they accepted this es a neces-sary part of their training whoreby the local authorities would bo under no obligation to continue to employ

broadcest resources. As soon as eny-one of the existing providero ceeses

to produce what teachers value, then they will be out of business. Tea-chers can respond mote effectively on this point than I can. In taking his hotchet to oduco-tional wandwatting does Town Jaw

further full-time sludy # 1ith impossiblilty).

impossibility). Thus, the probationers whit bonefit, the qualified teach would benefit, the children white ultimetely bensfit, and the sau security service and job creat scheme could more competer scheme could more competer doal with a reduced number of young unemployed.

Surely justice demands that is Govornment fulfils die terms of cootrect made with those years people three years ago? The of the population can hardly eccused of "moral turpitude" with its leadership classify fully. the local suthorities would bo under no obligation to continue to employ them theroafter. Their presence in the schools would enable meny experienced teachers to participate in courses of In-service troining (which they uro constantly being enjoined to do, without due regard being mede for the present situation which mokes

Now what about benefit?

Now what about benefit? In neulon spends £4,550m s yere echool oducation; the BBC spe. £4.5m of public money thereas come) on achool broadcasing a cluding the national regions areas in Scotleod, Wolce and North Ireland (one-couch of 1 per ec of netional expenditure). A spi-cant portion of this money have on the policy-molence method

on the policy-moking nuching the School Brandcasting for



Following its adult literacy ofogrammes, the BBC is embarking on a series to encourage Asians to learn English. Jane Mace and Kate Harding pinpoint some pitfalls

Good vibrations from the BBC in the woke of the edult literocy programmes On The More and Your Move. Sir,—My former colleague, Tony Jey, reported in the TES (July 1), is et it again. He produces films end eudiovisuol alds and has been con-distent over the years in his viewe, even if the Annar Committee dd not epporently support him. Of course there is room, given money, for e veriety of materials to suit the needs end interesto of toochers and children in the cleas room. These needs will vory from olmple overhead tronepnrencies to 16mm films, video cussettes ond

come forward ond holp out. Within wceks, locsl lunguage organizers will he inundsted with poperwork.

So the BBC Adult Llterecy Cempaign winds up, to give way to an enslaught on the problems of English es a second langusge, By March next year the gov etnment pump-priming gront odminis-tsrsd by the Adult Literscy Resource Agency slso winds up. There are precious fow places of this

which is a teachers', nol and In terme of percentage it netionol income spent on etca, I should heve thought the to omount spent on eductional to

with nolico community lists

officers. Admittedly, rosults in the issi sphera have been discoursant with young blacks being contactly pleked up on "sus" or conspiraty charges. Also, the ground infi-once of the National Front on heat groups of young white, is, o sty

groupo of young white, is, to sty the loast, disturbing, a fact that can hardly leed to improved community reletions.

reletions. Mr John is right to criticize the plecomeol programmes of local mreas. Whet are needed are maional policiee to deal with the continuing ereas of eocisi diredvaotage in housing education employment and

housing, education, employment and so on, where both bleck and white ore equally affected.

The youth service, for all lis faults, has its initiations for one, it has not yet entained a level of credibility among the heads of our present decision.making present

TE T Hea Simiot

"Mp first choice was low, my second was social work and this second was is on third."

Don't follow German ways Sir .-- 1 on disturbed to realize that

Sir,--1 on disturbed to realize that there is an acceletated trend to-warde internally assessed examina-tions in Britsin today viz TEC, mode 3 GCE, and so on, and pre-sumobly starting at the time of CSE. I, regard this development as a retrograde step, and for the follow-ing reasons. Having raught for two years in Gerunn schools (both grammor ond couprehensive), whore this system of testing is universal, I can testify to some disastrously unwholesome effects thet it has engeodered:

A OF com-mg ths time at com-metrous aspacts of teaches antich which hinge on those in-voived, tutors and etudents. My proposals just offer s broad ar siternative, in the light of recent oxperionce and vcry considerable proba-allewate the crises faced by ncw odvon. teachers by giving them o prectical know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer sugar are perspective end thus a much firmer sugar are perspective end thus a much firmer know for footing. Sugar are perspective end thus a much firmer sugar are perspective end thus a much firmer sugar are perspective end thus a much firmer footula meterlal. Sugar are perspective for the second firmer of this is not expected of the play is non-existent sugar and is not expected of the second firmer and the second firmer are the play is non-existent are the pla

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White Lion's blue supporters

the teachere about their work, and there the difficulties focing is greated at the second of the sec

White Lion's blue support of the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the puzzleg over the political lines, being its water the puzzleg over the political lines, being its water the puzzleg over the puzzleg over

in taking his notchet to odinco-tional broadcasting, does Touy Jay deny that 97 per cent of schoole ere caulpped with rodio, 94 per cent with television and that 97 per cent make use of echool broadcasting and cooperste fully in providing these statistics? From the point of view of the provider I make use to be and the provider I provider, I note with some interest thot Annau sold : "... tho broadcasters' track record in producing

Sir, —As a youth worker working simple helping with social security atmost entirely with young blacke forme and offering legal advice and in the nge ronge 11 to 25, in West representation to regular meeting London, I feel edinost duty bound with police community lists

casting whe on excellent into ment by any standards. Build propared for it in be judged i whot teachers any they wom 7, what the ovidence says they a prepared to uso. So, at less a thot one point Mr Juy and I are the casting whe on excellent into con-distently successful to contemplote their releases from thoir obligstion to make sduentional programmes." Moot BBC and much of ITV school moterial le distributed on o national bosis. Soure like of their releases from thoir obligstion to make sduentional programmes." Moot BBC and much of ITV school moterial le distributed on o national bosis. Soure like of their releases from thoir obligstion to make sduentional programmes." Moot BBC and much of ITV school moterial le distributed on o national bosis. Soure like of their releases from thoir obligstion of tho one point Mr Jay and I are the common ground. inc, Educational Broaders ing, BBC. 'Sus' that breeds suspicion

cers' orgenization.

Unreasonable demands

time where sn essurence could bo given to sdult literacy students that they will get a professionel stondard of teaching next year from their local adult literscy centre (whether in the form of classes or voluntary tuition). In ell too many aress,

The responsibility for this must be shared by those of us consulted in tho early stages ; but the experience of living with the effects of this kind of publicity must not be ignored, when anothor eector of adult education is about to experieocs



tinc and press spoce." The reply was disappoloting, David Har-greaves wrote: "We have always thought that talk about local education authori-tles in the invitation to come forward might be s bit off-putting". He said the ideo of explaining about a possible wait-ing list would have to be suggasted from higher up. The subor's researches led him to s more clear-cut cooclusion shout the nature of inguage iesching than would be accepted by most literacy workers for their stu-dents, if only because the question of stigma does not arise to the easy way for higher up. The subor's researches led him to s more ing its plane would be accepted by most literacy workers for their stu-ing list would have to be suggasted from higher up. The subor's researches led him to s more ing its plane descripted by most literacy workers for their stu-ing list would have to be suggasted from higher up.

Dust and svalanche.
The BBC has discribed the real picture in the teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching process; and by the right mixture of reliability to take a teaching teachin

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intry year from their local adult literscy
intersey initions, in eliton many areas, such literscy initions, such literscy
interscy initions as exists is totally
dependent on gront old from the Adult.
Literscy Resources Agency. On titese realities the BBC is silent.
The fact that BBC producers may linve of heir fills, sine provision with the ordination on the work they linve of ready generated, or a dical what here might he a delay before telsphone calls got a finderse of literacy provision there are delay before telsphone calls got a finderse for the name and address of the reson.
Indext dby their intention to reproduce?
The responsibility for this must be
the responsibility for this must

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The problem, not the solution

Peter Hannon

asks some critical questions about the effectiveness and desirability

of childminding

The present enthuslasm for childmluding in education and social services circles needs to be viewed with some suspicion, coming ss it does at a time of nursery cuts. Apart from the recent Thomas Coram Research Unit's study of childminding, the reosnns advanced for sup-porting or exponding childminding seont to have escaped critical examination.

Take the claim that improved child-minding could somehow "interrupt the cycle of deprivation". It is not enough for the propring of childminding th merely observe that childminders are close to larga numbers of deprived children in supposedly critical years. What kind of environment could a collidatinder possibly provido in the carly years of life which would offser the effects of environments in subsequent years of childhood ? There is a donger here of expecting too

much from pre-school intervention. After the period of intervention, the child preaumebly returns in the previous environment, and the intervention experience gradually represents a smeller end smeller pert of total childbood. It is known that Intervention programmes can produce various kinds of gain in children, but it is also known that such gains ere, ehortlived.

The cheapness of childminding is e doubtful reason for preferring it to nursery provision. It costs practicolly nothing from public funds because it is A privete form of day carc, and public expenditure can be limited to registration of minders. To the parents who usa minders it is anything but cheap. It is reasonable to consider an overage weekly charge es f7 a child (altinugh there can be wide uprivile an overage

If it's reasonable to consider an overage weekly charge es £7 a child (althrungh there can be wide variations even within one area). The cost obviously mokes a large bole in most fornilles' wages. Even last is the minder's tarm hourly rate of 10p or less. Molidays system.
 A registored mindor, limited to three under-fives, couid heve an income of £21 a week. But one must deduct meny forts. The greatest is food, at perhaps f3 to £4 a child. Further costs Include f3 to £4 a child. Further costs Include f3 to £4 a child. Further costs Include f3 to £4 a child, further costs Include f4 a child, attracted, average and wathout pay. There is no one to take over. Quite formitting, carpets, household articles, necessarité such as tissues or soap, spare.

of children.

tions of service. nursery centre.



Raymond Sumner offers some suggestions for 16+ reform

There ere signs of now moves towards

Would o restructuring of boards or the introduction of classified certificates clear. the and accreditation, which in some up any of these issues, especially the jest ? Exsms at the end of statutory schooling fulfii e number of purposes, all but naive interpretation to the event doffees the standards. And when all but naive interpretation to the event doffees the standards. Would o restructuring of boards or the

schooling fulfii e number of purposes, all but neive interpretation, to the extent eration " in all its guises,"

There are signs of now moves towards aram, reform, though maintaining, the some of which are: build structure and directive dipersion of the school is seen in the some encloses of the present system is the intermed, show ell, with the some encloses of the present system is the intermed solution of the schools is the schools of the schools of the schools is the schools of the schools of the schools of the schools is seesement in the destructure is the school is seesement in the solution of the schools of the schools of the schools is the schools of the schools is the school in the schools of the schools is the school in the schools is the school in the schools of the schools is the schools of the schools standards have been maintained, whether CSE and O level really do overlap where they are supposed to, whether different modes of assessment lead to inferior or superior awards; whether different boards apply thing by tho same standard for more advanced study addeds and most important from an ent ployer's polut of view, whether e pass grade in a given subject really has much meaning.

1. 网络马尔尔尔和马尔尔尔 自己

IRT TIMES EDUCATIONAL SUPPLEMENT 15.7.77



Neither is there oridence that parents erticularly want to use minders. A sur-regin the Belfield orea of Rochdale found at nursery provision was wonted for a per cent, and childminding for only f per cent, of pre-school children. A guianal survey by the Office of Popula-Hon Censuses and Surveys found that

ere ore many opportunities for cona between minders and parents. Perthens through overtime, shopping, or ssing o bus) annuy minders. Mindera to sre strict about hours annoy hard essed parents. Minders prefer payment advance to huy food for the week, and minimize losses if children suddenly op coming. This can be difficult for ents, especially in the cruciol first r two of starting o job and finding

Minders sometimes resent doing jobs the st tollet training if they feel it wild have been done by parents. Perents will worry during the day obout of children, for they can never be dr children, for they can never be direly sura whet goes on in the privecy the minder's home. Childmioding often volves an uneasy reletionship which parents and minders would be unlikely to choose if it were not for compeliing conomic reasons on both sides.

It is not difficult to list improvement which might end the exploitation of minders and improve the children's lot. Training schemes (argunbiy to NNEB Manderd); training grants; toy libraries; solvice and support services; home improvement grants; installetion of tele-phones; the lormation of locel teams of minders shie to cover for one another; special day centres for groups of minded children; employment of minders by locol suthorities; reasonablo weges and coudi-

However, the result of such improvements could best bo scen as on imaginathe development of duy nurseries serving mail areas, with trained local people using their own houses as a tink between the child's home and the childminding or

Removing the exploitation and defi-sences of the childminding system mekes it no longer recognizably childminding, and no longer o cheap alternative. The missinguishing charactoristice of child-minding respect of the problem of proaindiog ars part of the problem of preschool provision, not part of the solution.

Peter Hannon toaches at Belfield Com-munity School, Rochdale.

Rosemary Harthill reports on a new approach to primary-secondary liaison

An experiment to ease the jump from primary to secondary schools is being conducted in Balhan, South London.

Three teechers now working with the top form of local primary schools will move in September to s secondary school, ness by, toking with them all their pupils who choose to go and for whom there is room. There they will be class teachers in hasic subjects for the first year. After that they will return to their primary schools, while mother three teachers move up with their pupils. The cyclo then hegins agoin.

The secondary school is Hydehurn School, formerly Balhan Boys' School, now a new, mixed comprehensive with eventually 900 to 1,000 children. The besd, Francis Thorn, hopes the scheme will have three main odvantages. First, that children who might otherwise find it hard to odjust after the more protected, Intimote atmosphere of the smaller prim-ery will be helped to adjust to the more impersonal, larger comprehensive by the presence of e familler tencher; second, that there will be grester continuity of curriculum and opprooch; third, thet both primary and secondery staff may come to appreciate eech other's work.

For many secondary schools who draw their intoke from e wide range of schools, such a scheme mey not be practicel. But Hydeburn is in a rere position. Although It draws its children from ebout 26 primaries, 55 per cent come from only three-Henrnville, Rovenstone end Alderbrouk.

Hearnville is only a walk ocross the pisyground, and ell sre close at hand. The scheme for better lialson came out of discussions between the four head-masters, which were initiated under the Children with Special Difficuities Project, and it is being financed by the ILEA epocioi fund.

Three of the six Intake forms et Hydeburn will ect es e control group. They will be orgenized in the usual way, with children being teught by as mony es 20 specialist teachers. In the three experimontoi forms, however, the link teacher will toke holf the ciesses herself, end will nccompeny the children if necessary, to specialist lessons like music ond scienco, She will also be easily aveilable for counseiling end remediol work, and will

have her own classroom which, es in a

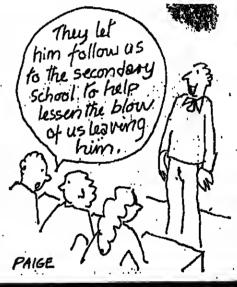
primary, she will be able in arrange os she chuoses. Monitoring of the groups will be gentle and discreet, through sttendance checks and occosional mathematics and reading tests.

Once the scheme is established and running smoothly nod teachers are fami-liar with its workings, it should, in theory, be passible for each teacher to take over two intake forms, and for the six extre staff to be absorbed intn the usual staff quota of the schools concerned.

Initially, however, the preparations are compics. For the past year, the first group of link teachers have been spending between two days and helf n day n week at llydehurn getting to know the staff, discussing with heeds of deportment curriculum content, teocliing styles, subject materials and their expectations of new pupils, and working with some of the first-year children who transferred fram their particular primury school.

One of them has been with secondary heads of department on visits to primsry achools to see and discuss the stendord of work set, the types of classmon material ond the teaching methods (Hydeburn has just heen ellocoted £1,000 for new teaching meterials to solooth the transition ment. from one style of teeching to another.) Ons problem originelly was that not all

tho Hydeburo steff were entirely welcoming. Donald Hughes, the Haison officer (officieily, master-in-charge of the link), says there wes some feeling that the experiment would merely extend primary



education for another year, taking up valuable time needed for the secondary school curriculum and styles at teaching. ' You do have to be quite tactful ", said Jill Gale, one of the link stoff. "You get to know when to suy something or keep quiet." Like Becky Williams, snother tea-cher, she misses hoving her own class, and she comments on the strange feeling of being part, and at the same time outside of, e school which is run on nn-

Jill Gnic says it has certainly been tho most difficult year's teaching she has ever hed. "There are so mony people to cansult about everything-the heads of the four schools, heads ond stuff of other contributory primary schnols, heads of department for every subject 1 teach, other stoff, and so on. Then there's the uncertainty of not knowing what is going m lisppen, or quite what is expected, or quite what I should be tesching noxt term. Recently the head of geography told me exoctly whet curriculum he wanted me to follow, and odvised me on honks. It was such e relicf to hove it clear." The reoson she is still there, she adds, is thet she believes in the experi-

One nree that has elready seen e successful aboring of knowledge oud experi-ence is moths. Hydeburn teechers have been dismayed in some coses by the low standard of the grading pepars completed by new pupils on errivol. Compering styles of question popers showed how much less formai, and with e lively visuel

design, were the primary papers. The four schools heve now got together to design a mathe essessment peper which to design a mathe essessment peper which children in the three primeries will take in fomiliar surroundings, before the long summer breek has a chance of reducing the brightest child temporarily to an ignoramus. This, it is hoped, will give a much clearer idea of that child's true ability and potential. At the moment, despite the staff's, overall, long-term commitment to and excitement the schame there is a

excitement about the schame, there is a senso of nervousness. But every sign suggests this will be resolved once the new term has opened ond the next stege begun.

Ono person, however, still thinks the scheme is a rotten iden. He is en 11-year-oid I mot in e Heernville classroom. "Yes", soid Becky Willioms, "he's ona of the mischievons ones. Heving me sona of et his new school doesn't suit him at all." "That," soid Derck Meguire, the head-moster, "is probably wby his mother chose it."

wid wit awerded e particular grado das Meiher conceptual nor structural advis has so far produced en objective bany of tasks, so exeminers rely bany on their experience and consensus bidge coastancy. Any exam will heve a number of topics is components. These would have to be school could employ any appropriate the interview, performance, projects.

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ned incidental laarning.

The results from groups of pupils can be used to derive empirical scales covering a wide raoge of questions, ! Because. the scoling is common, a selection from nil the questions can be used to find an individual pupil's posicion on the scale. A school could base the whole of its

by objective test), not example, medieval history must be scaled bank. Hende, over the scaled bank is example integration of scales in the scaled bank. Hende, over the scaled bank is example integration of scales in the scaled bank. Hende, over the scaled bank is example integration of scales in the scaled bank. Hende, over the scale bank is example integration of scales in the scaled bank. Hende, over the scale bank is example integration of scales in the scaled bank. Hende, over the scale bank is example integration of scales in the scaled bank. Hende, over the scale bank is the scaled bank is example integration of scales in the scaled bank is example integration of scales in the scaled bank is example integration of scales in the scaled bank is example integration of scales in the scaled bank is example integration integration integration of scales in the scales bank is example integration of scales in the scales bank is example integration of scales in the scales integration of scales in the scales integration of scales in the scales in the scales integration of scales in the scales in the scales integration of scales in the scales in the scales integration of scales in the scales integration of scales in the scales integration of scales in the scales integration of scales in the scales integration of scales in the scales integration of scales in the scales in the scales integration of scales in the scales

the checks end awerd the certificates."

Merked differences between grade awords and the sceled tests might ledd to a visit from the subject panel-who might find that good work had been done. might find that good work had been done
but the lotgeral components inadequetely
covered ; moderation, of the grades to
take eccount of deviations from the
defined criteria j or even withdrawal of
authorization to award grades. This last
step: might be held as a reserve power.
The Schools Council charman has
eiready called for a body similar to the
CNAA. The latter exercises its euthority
coult stringently, insisting, for intermed.

The most simple "athletic model" sets instance is a simple "athletic model" sets instance is a simple a stipulated instance is but few exams, is a spire to absolute levels of is a spire is a sport of a spire is a sport of a spire is a sport of the spire is a countries (where school assessments ard not subject to impartial evaluation) are to be avoided,

The new outhorizing body could not be completely centrelized, es it would have to be very eccessible to and from schools. Production of the scaled sheck (not , necessarily multiple , choice ar objective) would be economical if done in one plece for one subject, but the workload could be distributed through

Apt for voyces and vyols

Robin Maconie reports on the early music conference held recently in London

The Gulbenkian aided conference nn the Inture of eerly music in Britain, hold in the Waterloo Room of the Royal Festival Hall in May, brought together a remarkable con-centration of scholars, performers, instrument mutane and remarkable. instrument mukers, and representa-tives of hreatesting, publishing and recording industries.

Trecording industries. Eorly music, as embadied in the new Internationally respected jaur-nal of that name, is n-recent and, infinitiony respects, e peculiarly British phenomonon. A subject once restricted ta ecademic specialists, Inter-day arts and craft entinesiusts end o scattering of players of vary-ing levels of experience, it has mpidly burgooued into a dynamic community of increasts whose most remorkable feature is the free onl ective exchenge of idees and a morging of theoreticel end proeticel dictipilnes.

Such e union of scodenic ond performing skills may have been stimulated by the self-help exomple of contemporery music in resuscitat of contemporery music in resuscitat-ing composers such as Wehern, Schoenberg and Varèse, and in pro-moting the avent gerde; but whether one agrees with that or not, it is certoioly true that the deliberations of the 1977 Eorly Music Conference carry implications for the teaching and practice of music far beyond the assumed con-fines of the subject from medievol to beroaue. to baroque

to baroque. The conference had two major pur-poses: flight, to establish the state of establish the state of discuss and make recommediations on how those resources might most profitably be employed. An imme-diataly striking feature of both the formal popers presented and the discussion arising from them was the maffected coodour and simpli-city in which speakers appressed themselves.

themselves. Nobody telked jargon, nobody stood on status or reputation, no-body pretended invinciblo wisdom ; all, moreover, were united in tha sentiment that cdoperation, not com-petition, is the key to a failor ander-atanding of the music of the pest, and that whatever changes in the institutions of heiromage and aduce-tion may be necessary to unake co-operation mora effective ere likely to have profouodly banoficiel reper-cuseions on the status of music in present day society.

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The conclusions of solid models in the number of the number

of a picinoro of investigations, offi-ciel and unofficial, during the past two decades, Gwon Dunn's confes-sisn of our corporate ignorance retains considerable validity. Images pauring in from the "ex-larnel warld"—whether factual or highly emotive or a mixture of both —undoubtedly make an impect upon ways of sceing and behaving. Whather the skeer intensity of the televised images in the global villaga in which we all live exerts a greater end more noxious influence that the tebloids directed et, av. the intercent hearithmetication where the second second

Review letter

Ar, Bernard Dixon's review (TBS, April 22) of my book, The Clever Maron, gives e fair picture by some of impression by others which desperately need their context to make scinae. But instead the scinae be bas completely very imparant. It is a moral book bears any this topic, propose solutions. Many of we are:, ho our daily Vers. any of us arc. In our daily Hyes, at work effection solutions to the solution of write here about to she environmental deteriors-because that is all about techoo-is indiced a techoologist, and

THE TIMES EDUCATIONAL SUPPLEMENT 15.7.77

Alternatives to **Alternatives**

19 Books

R. T. Spooner on education and the alternative press

teacher who has even heard of the alteonative press. In us much os his ldens ure valuable, the book is long averdue, but in assessing its worth one acces to consider why the ahernative press is so little known, why its ideus have had such little unpsct end, Indeed, whethor they deserve greator currancy,

has The alternative press burgeonad chrough the development ol anall-scele printing techoology, the "Litho Revolution" which has made production of astonishing quality passible for any group of interested people. Distribution has proved a difficulty but this has been substantially solved for most

The Undergraumit ond Education. By Mike Smith. Meltuen 21.60, 416 85540 7. Mike Smith seeks the introduce the abund in in. He relates the first in the layer of the layer and und in in. He relates that their againents are important and that them ". In pructice, nearly every-an does-and it is known to filling to or the secure and it is hard to filling to or the secure and it is hard to filling to the criticity for the layer to asses the education and adminic to asses the education the layer and the short life-span of them ". In pructice, nearly every-an does-and it is known to filling to or the secure and it is hard to filling to the secure and it is hard to filling to the critic, his how is percent. The law a start of the layer to asses the education the short life-span of the advantation and afford to light a critic, his how is percent. The sector who has even heard of the

been substantianty solved for most concept, or concept, and there ere periodicals by the establishment of "Publications Distribution Co-op". Mr Smith includes a bibliography end a list of stackists in 16 main

² attempt to system the educational transmitter provident for the internative provident of the internative provide the internat

as well as to teach them, and are at presont resisting the pressure to conform with industrialists' precon-ceptions. They will not easily abandan "cducating" for "achool-ing" nr "vocetional troining". Through nut vecconing the fort Through ant recognizing this fact, Mike Smith's book is in danger of echieving as restricted an andience

as the alternative press. I hope this will not prove to be the case, for if Mr Smith iotroduces those teachers who sro on the side of his angels without knowing it to the olternative press, they might well change its eacteric neture by contributing constructively to it. We could do with on alternotive press that is reformist and not revopress that is reformist and not revoutionery end which ottecks "con-sensus views" in languege eccep-eble to teacher with "orthodox ideals". It requires teachers who

Begged questions

Lesley Lancaster

The Box in the Corner, By Gwen Mscmillan £7.95. 333 19222 2. £2.95. 333 19223 0.

"We know little about the effects of television on anybody." In spite of a piethero of investigations, offi-

and the very young-ahout children

and the very young-ahuut children watching programmes that have been specilically produced for adults, about "wallpaper" tele-vision which simply fills an existen-tial void and, most depressingly of all, nbout those in the pre-school calegory who keep on paasively watching alone even when they are evidently profoundly bored by what they see. She is especially con-cerned with progremmes produced for the under-fives, the reactions to these programmes and the ways in which television might more effec-tively augment nursery end plsy-group concession at o thme when funds have beenne extremely scarce. On a implication of this scarcity is thet, for the foreseeable fature, dynamic, one-to-one releationships be-tween children and the'r nursery teachers or botween children and mothers working in playgroups will be experienced only by a small pro-portion of the total pre-school popu-lation, There seems to be a togoreti-cal choice, then—aud Gwen Dupin hos clearly identified is—between using television es o substitute for the "reed shing ", or creenively com-bining the medium with good tradi-tional teaching ond caring practice. There is a line of thought connected with the first of these wy, the inelastic directed et, weller, is a very complicated ques-that the upprecedented volume of highly charged visual material— that the upprecedented volume of highly charged visual material— that deprived children can undergo such limited sensory and linguistic that deprived children can undergo such limited sensory and linguistic television, presenter is preferable to relation who the argument continues, in training the making of the very first schuol what extent, we are still very arry totally ignorant. Such as much to say about television to as a about television the has much to say about television

larger msrket. But this would be Enthusiasm fur pnlicles of this type rest upon social and political essumptions which themsolves raquire detailed and criticol acalysis, and, alclough Mrs Dimm is good at describing the dilentmas, sha is lass convincing what, she ortempts to draw out their full idcological implications. This, then, is a study which is more likaly to be consulted for the material which it presents than for the findings that have been derived from that material. The strangest chapters collate the views of heedteachers and reception teachers on their ottitudes towards pre-school television and descube how children actually which the box in their homes, in playgroups and in unresels. (Mrs Dunn argues, quite rightly, that informal observa-tions reveol much more shout what exactly goes on when three end four-year-olds sit down in front of a television than eny namber of statisticel surveys.) But too meny of the conclusions era tepid and ambiguous and this weakness is a function of a failure to come to terms with what is most abysenal in thelewision culture and, more apecifically, with the econo-tic factors which determine this eutural and education of poverty. Tha euthor is inclined to be over-impressed with the lechnological actige prizes for doing very firthe do not create greed. The heat more study is the "Providing of a very poor quality indeed. A stotement such as the "Providing of a very poor quality indeed. A stotement such as the "Providing of a very poor quality indeed. A stotement such as the "Providing of a very poor quality indeed. The statistical actige prizes for doing very firthe do not create greed. The is their popu-lerly thot puts them oo et peak viewing times. "Begs important questions obout the making of pub-lie taste end public control over television in this country.

English in Primary Schools GEOFFREY R. ROBERTS £2.50, paper £1.30. **Reading in Primary Schools** GEOFFREY R. ROBERTS Students Library of Education paper £1.25

Reading and Remedial Reading A. E. TANSLEY E3.50, paper £1.25

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LEILA BERG

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Spelling: Caught or Taught? MARGARET L. PETERS Students Library of Education 22.80, paper £1.80 Taachars ore invited to write for inspection copies to Broadway House, Newtown Road, Henley on Thames, Oxon

Houtledge & Kegan Paul

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of wearing, which the instantial po-to establish a sound relationship to posterity that way. Morality is about insking choices that we do not have to make, abdut working hard in causes we don't have to work hard tor, end, perbaps most importantly, authering when we doe't heve to auffer. Thare, is a lot in the book, too, about recognizing that we have realing of ignorance which will fe-main far beyond our lifebinee. It is im-possible to discuss these matter's with some bedge hackuss they fulled, when you esy thist suffering them you don't, have read avocating suffering for i that you are advocating suffering for is own sake. Of course we know guite a lot in a

|A kind of glory Play's the thing

Elizabeth Henry on classics

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20 Books/Classics/Literature

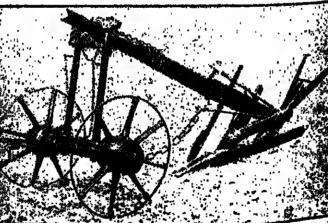
The Famlue Busineas. By C. Tudge. Faber £3.95, 571 10887 3. "Doomstero", ond people with ldess about what could or should be done,

have contributed to tha steady stream of books about world food problems that has been flowing during the last 30 years. It is tharefora hard to find anything original to say: a new book is best judged by flow it assembles tha familiar pleces and how it distri-butes embests butes emphasis.

butes emphasis, Tudga is clearly among the optim-iets, and I agroe with the basic out-look of the second helf of his book. This is o sustained atteck on the commercial price is that control industry. He would like to replace the dominant question " is it profit-able?" by the questions " Doas it produce what people need?" and " is it producing as minoheas it.

able?" by the questions "Doas it produce what people need?" and "It is unplusing as miled, as it inst-sepetially to the greater merits of bread inst-sepetially to the energy, the greater merits of bread inst-sepetially to the energy and the set of the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the problem ", he goas on to set and the set of th And a state of the state of the

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A horse-druwn plough from about 1850. From "Food and Technolezy" by Peter Tooley (Hart-Davis Educotional £1,45).

ago we were in a public other "exparts" vied with the other sanctioning niggardly reaser Objectivity is now reaser itself. Adults soldom die fo tening low-protein diels, but b tening to be apathetic and unnecessary number al infants Tudga is still in the trough.

Or an endored the endored and failed to decommerciality, the badd failed to relation of abolished, the presence of the first half of the book is less. Tudge is not o vsgetarian, the first half of the book is less. Tudge is not o vsgetarian, the first half of the protein of abolished, first misher misher in the protein abolished, first misher in the makes while charter is entry at the makes to protein the same area. He seend to protein the inter in

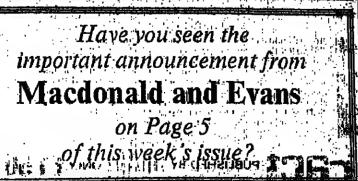
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In An



21 Books/Psychology/Literature

children's literature Fantasy's tough roots

When he did over Snow White, Walt Disney removed the lungs and Wer from the old story, and re-placed them with pollid—If quite attractive—whimsy. Since then, the train another cat is just the wile them with pollid—If quite attractive—whimsy. Since then, the full train another cat is just the wile them with pollid—If quite attractive—whimsy. Since then, the full train another cat is just the wile the train and here another cat is just the wile the work of them they is does not white, it is used. The train the some children's writers seem to have the effective and unusual mixture of charm and benching the train the some children's writers seem to have the for him. It's uice—but that crumbles. Althaugh in the train the some children's writers of new fairy stories often the workers and their giant in the brothers Grimm and here a solut the ordent the train the more there. The full them any the solut of the original than many writes of new fairy stories often the spirit of the original than many writes of new fairy stories often the spirit of the original than many writes of new fairy stories often the spirit of the original than many writes of new fairy stories and the end of the original than many writes of the spirit of the original than many writes of the spirit of the original than many writes of the spirit of the original than many writes and there were brought in with tungs and placed hefure her. She had were brought in with tungs and placed hefure her. She had the thow here there with the show many in the there farms.

about, and both pirtures and text ure funny. Juliu Burningham's new one, Come many from the senter, Shirkey (Junathan Cape £2.50) has sume-thing of the same flavour, though the style is rery different. Shirley's rother stolid parents take her in the beach, ond oll the words are theirs as drey shi to the folding chairs abseut minderly oddressing her: "Doo't stroke thur dog. Shir

adults. Pnems can distil famasy, Elaine Moss's new cullection of verses for children, From Moro to Midnight (to be published at the end of the munth by licinemann 12,200 has a pustoral and periad flavnar; a city dweller's famasy of country childhood, The 20 youns mainly represent poets who have stoud the test of thoe-Blake, Eleanor Par-icun, Stevenson, Mrs Elving, Brown-ing Ithere are a couple of the shape poems by Richard Lester and Abrom Buan Rossi. It is tha pic-tures by Satomi Ichikuwa that make this a particularly delightful collec-pion; they hove a definite periad

manages to keep the rhyshins and manages to keep the rhyshins and gense of distance oppurativate to the strong, individual subject for the stational Germanic style for the back, and off the words are distinued for the strong, individual subject for stroke that dog, Shir- the stapmother und het mirror are nore pre-Raphaelite). They are powerful, and full of good denimmers, gargoyle faces surrounding the mirror.
Ruth Hürlimsnn's retellings of old stoics olso keep a strong traditional style-though her excellent pleuters are distinctly moderu. The Proud White Cat (Kestrol Books 12.50) is the ose about the cot twin duought no cat wos good enough
the style is reivy different. Shirley's the the built in the words are the back, and old it he words are the back, and word the strong traditional for the stapmother's poist of commetirs, gargoyle faces surrounding the mirror.
Ruth Hürlimsnn's retellings of all stoics olso keep a strong traditional style-though her excellent pleuters are distinctly moderu. The proud white Cat (Kestrol Books 12.50) is the ose about the cot twin the stole and lace dog more sophisticated modern fontasy.
The Architect, hy Jean Jocques in the thing for o beginning to the store of the sore sophisticated modern fontasy.
The stole in elaborote plettires, more conventional furc.

A strange breed

W. Watson Stewart on psychologists

Psychologists on Psychology. By David Cahew.

havid Cohen is primarily o joinna-list, with experience in a number of media, but he has conded to specialize in writing on psycho-lugical upics. For the last year he hos hold a Leverluime Award to study the psychology of laughter: whether his interest in this topic by the product of compiling Psycho-hysiss on Psychology is nut revealed. evealed.

A brief stage-setting introduction and a rather fuller tenuitive con-rlusion enclose u series of inter-views with 13 psychologists of our must impartant psychologists of our age", although the unthor's choice will inevitably curve eyelnow rais-ing in some and irritation in others. Mr Cohen certainly caunut he lutited for falling to provide nu admirnhle variety of personal and professional hockgrnunds, interests, phones of view and ambitinus.

In the interviews, the suthur olleunpts to look of the foctors which have brought each psycholo-gist to the profession and to his chosen field of interest. This is perhaps the least successful element in the profession and to his perfects the least successful element in the process, judged by the meagre outcome. As the author acknuwledges, few of the psycholo-gists hove ravealed much of o per-sonal nstate. Perhops it would hove been better, either to omit this aim, or to ottempt the difficult ond dalicate tosk of probing it thoroughly.

As to their professional records,

the picture must seem quite astonishing to non-psychologists. People become doctors or lawyers because David Cuhev. Routledge and Kegan Paul £6.95. 71001 8502 8. Havid Cohen is primarily o journa-list with congrigute in a uniperiod or as an intermediate stone.

> The greatest revelotion about The greatest revelotion about these that as persume comes not from what they say about their motives and bockground but from their ac-counts of past and present research, and from the attacks, both veiled and naked, which most of them make on their cullengues. Resdars who wish to halleve that a study of

these interviews offer me little of comfart for the future.

comfort for the future. Nor do lhey help to broaden my own tolerance. I rospect Eysenck rather more and dislike othero rather more. If I am moved at all, it is moundy by the quality of tho authur's own plaos, as, for example, when he sees in humaniatle psycho-logy something greater and poten-tially more voluable than ito pro-tagonists often seem to advance. But this hus been a worthwhile exercise, and oac with great poten-

exercise, and one with great poten-tial. It is certainly worth rending, if only to enjoy Mr Cohen's fluency and conomy of style.



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Time of change

Adolescence and Youth in Prospect tepats the deliberations of an in-ternational colloquium on odoles-tence in the year 2000. It was argu-uked by Jaugdprofiel 2000 Founda-tion of Amsterdam,

The participonts were selected to The psrticiponts were selected to represent three aroas of interest : changes in patterns of Individuol divelopment, blologicol ond psycho-lugical : chsoges in institutions ond organizations as these affect adoles-theo including the family, paer group, achool end work settings ; chaoges in social volues, idaologios and policies as these influence the seniogs in which adolescents davalop ad changes in odolescence itself. The chspters presant soma of the background popars of the collo-dum. Inevitably they vary in quality but some ara pretentious and obscare. For instonce, what der, "the tongo of disciplinas also The tongo of disciplinas also ind attention, to the narrowness modernal and intraphysic viaws with the forwith ond behaviour

there is nothing new in the conthing though there is percepso. Ion of some of the trends that oced quest of schenged, it suggests a ronge ond stilling formal development in cent Read of focusing, as do services at pread, devising, as do services at read, devising, as do services at read of focusing, as do services at read services and remediation. In the service and remediation in facilities for adolescent pro-plaming new buildings, size should be restricted : the facilitias should restricted : the facilitias should read within the neighbourhood in the personal ways.

short annmic situations of a kind famillarly encountered by young people and that these be produced with os high a degree of audio and viaual technical rafinement ss proves feasible, tu ensure maximum impact." It is perhops not surpris-lug that "a rombination of lack of resources and coufficiling advice es within tha neighbours e personsi ways. The emphasis is on avoiding r Aelling and the creation of cases with nogative connotations. herefore it is proposed that these resources and conflicting advice meant that the DES were unable to fund the proposed full project". Anthony Locké

mong this week's contributors:

th Brogan lactures in the depart-In of fistory, Essox University, An Tamburrini is on the staff of R. T. Spooner is beadmaster of Fox-wood School, Leeds.

hes bean shed too, on the kind of materisis needed. We conclude that they should probably consist of short annmio situations of a kind

Puperbacks

SCIENCE FACT an unmining see page streey of whits happening at the frontier of research. The scope of SCIENCE FACT is enormous - fueloding COMP-UTFRS (the development of Ultra Intelligent Machines, 10, und perfugs 100 times more intelligent that man); ELECTRONICS (the £50, microprocessor giving ere) one a powerful hunde computer is MEDICINE (the once a year contraceptive; how the blind can see through their storagen integes); GENETIC ENGIN-USE BOOK determine a province integels; GENETIC ENGIN-USE is the once of behaviour of citizen and the sector of the storage blind can see through their storagen behaviour of citizen as set for an accession of the storagen behaviour of citizen as the province of the storagen behaviour of the storagen behaviour of the storagen behaviour of the storagen and the storagen behaviour of the storagen beha

hind car see through their stornach muscles): (HENETIC ENGIN-LERING (cloning - a proven technique of earbon copying-animals from any hody cellt: SPACE the American plan to culotise Yeous); PSYCHOLOGY (nicrowave beaus that plan thoughts involuti-arily): PARA PS) CHOLOGY (evidence by telepathy and moving-objects with mind power is overwholming); TRANSPORT the ratio jet mach.12 Hypersonic plate is on the drawing hoard); ENPRGY iprototypes of giant solar space relations to provide unlineled; sciencity involves hull; ..., all this isjust at thy part of the survey. SCIENCE FACT written by top experts but in every day language; pulls no punches in the conclusions.



Books/Education/Religion

Tiddlywinks and towing

Joan Tamburrini on Piaget

Child Development and Education. A Plagetian Perspective. By Dorid Elkind.

Oxford Univarsity Press £8.95. 19 502068 5. £3.75. 19 502069 3. The Grasp of Consciousness Action

and Concept in the Youog Child, By Joan Piaget. Rontledga aud Kegan Paul £5.50. 7100 8400 5.

Plaget and Knowing. Studiea in Genetic Epistemology. Edited by

Beryl A.; Geber. Rouiledge and Kegnn Paul £5.75. 7100 8500 1.

In Child Development and Educa-rion David Eiklud states his belief that teachers should ba, first ond foramost, child development specialists, whose training involvas a thorough grounding in research and theory. His book could make a significant contribution to coulp-plug teachers in this way. It is a simply written account of Piegor's psychology, diffustrated ancedotally as well as by relevant experimental data. Educational implications ara teased out in considerable detail and the sections on techniques for and the sections on techniques for diagnosing pupils. levels of ds-velopment and on appraising curri-cuia era particularly helpfui.

Elkind makes on original contribution to developmental psychology in his discussion of three performances of learning, which concerns in using a small reactangular box. After performances of learning, which concerns and precedular the concerns in the last problem of the subject of learning, which concerns and precedular the concerns in the last problem of the subject of the learning which concerns and process of because the construction of mennings.
A problem of primary concernt of the constructed to the teacher is the problem of the constructed by the collid from his reflection of mennings.
A problem of primary concernt of the conscious sets of what they did and how they did it conscious sets of what they know and the constructed to the tracker at its to conscious mage from the activity constructed to the tracker at its provel of conscious methods and is apportent. This collection of explain how they did the transitive informary content is apprexely conserved with the correct the process is a gradual process.
A problem of primary concernt of the subject of the process in become they did from his reflection of the tide of the subject of the process in the constructed to the tracker at its prover of conscious methods and is apportent. This collection of explain how they did the transitive inference support of the process is a gradual process.
A problem of primary concern to the teacher is the book that the processes of the conscious methods for the subject of Plaget's investing formal formal support to adolescence. This is an import of conscious method for the subject of Plaget's investing formal formal supports of the process of the activity concerns in the process of existing formal formal supports in the reader sponge to the tracker at its prove of conscious methods formal supports in the reader sponge to the tracker at its prove of conscious methods formal supports in the reader sponge to the tracker at its provemation of through conscious precicted in the prole o

Incarnation From the

Multiunits Anthony Locke

The Teocher and Iodhia is not difficult to become a by playing back through an ampli-Guided Feducation. By Educe need classroom tape recordist fler and loudspeakers whenever Nussel, Josn D. Inglis, where a modicum of common sense, possible. All tape recorders have Wiersma. Addison-Wesley Publishing (Hy, What follows is a summary pany £8.50. 201 19011 7. The procedures involved, from most large schools have the sar-vices of a media resource officer point of view of classroom man-This is a judicrously env book. It covers American exprise Ensure good sound reproduction of setting up and organisis

nultiunit school ", plannin paring oud using insu moterinis and discussing her community relations. All the topics ara covered in this trodden subject, and there w familior flow chorts and I tasks. ----

The abysmai quality of the is indicated by each chapter is a foreword, like:

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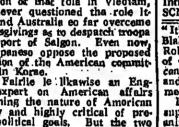
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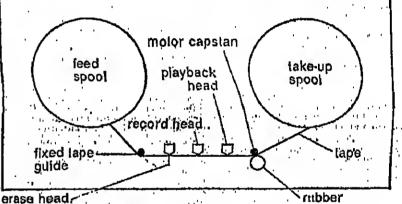


Left : when recording a large group with an outnidi ractional microphone, quality is improved if the micro phone is placed off centre. Right : recording a smaller group with a cardioid atlcrophone.

midirectional microphone has

Be oword of extraneous noise, for example, traffic and movement out-sido, heaters, fans, motor noise, for the machina itself. Place the micro-phone accordingly, then arrange the sources according to intensity (aco fig 1). Planos are noise/ousily easy to pick up, as are woodwind instru-ments, vibraphones, metolophones and ohlmo bars. They baye to be relotively distant to achiava a good

phone is placed off-centre. Right: recording o smaller group with n cardioid nilcrophone.
least 30 cm eway ond, if it is cardioid, angled slightly down from tho mouth.
When it comes to recording an ensemble, however, axra pupils not involved can all be found useful jobs on sho technical side. If that project is a large one, preliminary lessons could be devoted entirely to explaining the setting up procedures and balance testing. Examples of high etandards in preparation will make for high standords in performance, and everyone will begin to histen more actively.
Logging the results is an importione is placed off-centre. Right: recording of all this without the tape being in motion. In general it is bost to record ot the leighost possible in motion. In general it is bost to record ot the leighost possible in motion. In general it is bost to record ot the leighost possible in motion. In general it is bost to record ot the leighost possible is a large one, preliminary is storing and every on the standords in performance.
Logging the results is an importione a could be devored entirely to acceleration with ance, and everyone will begin to histen more actively.
Logging the results is an importione a to an importione actively.
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(operates only in the 'record' mode) Relative positions of magnetic heads in a tape recorder.

Reintive positions of magnetic heads in a lape recorder primitiva mixing 'such as fading live announcemonus on to pre-recordent music. • Output volume control for play-back, compled with soma form of off-tmpe monitoring during record-ing, ie, via headphones. This would only be possible on machines with separate recording playback heads (see fig 3). Choice of tape becomes important if a lot of high quality recording is planmad, and it is worth considering the relevant factors: most models stipulate a racommendod brand of Choice of tape becomes important if a lot of high quality recording is planmad, and it is worth considering is planmad, and it is worth considering is tipulate a racommended brand of tape. Long play tepa is bost for general recording; double and
Choice of tape becomes important if a lot of high quality recording is planmad, and it is worth considering the relevant factors: most models stipulate a racommended brand of tape. Long play tepa is bost for general recording; double and

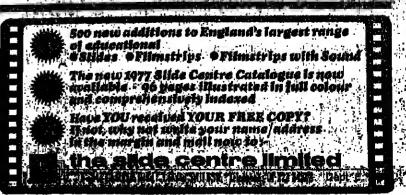
pinch roller

The large transformed two plays of their transformed two plays of their transformed to their series of aduca-tion the transformed to the transfor

LASS ON PARTICIPATION IN TALE SALE IN THIS PARTY

And a set of a sound that y first is the set of a ducation is sound and thoughful and frequently sound and though south a supplanented by a useful booklet accompanying each cassette.
The plays are haavily cut, but at the accompanying copy with east a sound exert is a sound exert is a sound exert is a sound exert is the sould exert is a sound exert is the booklet.
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Many emplications for soil cast kirs are augrested in a hooklet available from Suctoury. Technical Produces, from Suctoury Technical Produces, for simple many and recording, while ing, measuring and recording, while older children can use them in ular, feasuring fok dancere frim older children can use them in fugoslavia, Posand and Romajin; a science. Bras apples of the booklet ors ob Southern Africa's and films such an Ghunu dances. products Ltd, Uppar Birohetts, Commonwealth Institute, Kensing-tanoble, from Sudbury Technical Commonwealth Institute, Kensing-ton High Strast, Lohdon W8 Bex. Kent.



24 Resources

Radio recorders...

by John Freeman

Initially through the Rothschild Foundation, on the assumption that subsequently they will be financed by the state. The first (taken) con-tribution to Everyman's, important as a symbol of Government sup-port, will be made in this year's budget.

d with the Ministry of "Pro-acodemic" coursos in mathematics and physics lotor this year organized with the Mi Labour. "Pre-acodemic" of English, mathematics and will begin leter this year.

will begin leter this year. Given the dominunce of science and maths courses, the proportion of women students (35 per cent) puts Britain to shame. Only 5 per cent of the atudents are house-wives. Their age rongo is unt dissimilar to thot of the OU, with 65 per cent of all students between the ages of 25 and 44. The average age is 32.

sity of the scale here-from a Scotin ocross to Vancouver in 1 equivalent of a journey from h don to Aden. Aport from the obvious num resources of timber and an

Aport from the ohvious net: resources of timber and water a extremely groud scales, the lex-known but lucressingly imput Athabosen tor-sande must leap prouinently in energy reserve of lotions ot least for the rest of d century. The bitumen-rich us now commercially more the through increasing world price still very difficult and expension work, contain an extingated work, contain an cathoated of oll which concurs to o sha ing seven times the estim-reserve of the other, mors verlety in North America.

Apert from this, who known minerals lie in oreos so far sidered unexplaitable? News Is the mother of invention, addition, and his only e matter of time being the world's emptier mid less boght, places.

places. The filmstrips, compiled at annotated by John Benley, offer, very balanced picture of the fi-rather erbitrary regions, with a nveroge of 36 high quality fram-per rogion. Tha five bookies of good volue niso in providing s introduction to the bockground i the ereo, with statistics where the sorv.

By producing his num coase by producing his num coase tory, the taecher can of cours dr these strips for use with ins any junior classes, but the obviously going to be of moster to students of regional some in secondary schools and over The teacher is not even restricted to the regional some inprench.

aga is 32. Languege is likely to be a prob-lem, sloce the course ere written in Hebraw, and a considerable pro-portion of the students, especially recent Immigrants, ore using Hebrew as e sacond language. The fact that the longuoge is still devel-oping, and that there are dif-africon countries. One-year adult clucation courses in olectronice and a course for sloctronice and a course for sloctronice between a second language. The fact that the longuoge is still devel-oping, and that there are dif-african countries. One-year adult the approprieto style fur university level material, may slow curse diffi-weather and slow and the slow of the students of the curse for slow of the students of the students of the solution of the students of the students of the students of the sace of the students of the students of the students of the solution of the students of the The initial range of degree level courses has concentrated on maths, science, and lewish, studies, though. the open unit at the Open Unit at the Open Unit at the Open Unit

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One day Billy woke up ho was lite for sohool ogain as alwoys. Ho got up and got dressed and went down. Tom Late again. Billy ? stairs, its man was sitting swaking. Billy. Shubit means in

Regional geography of Cmulo Set of flyu filmstrips with notes Atlantic provinces, The industrial Heartload, The Pruirie Provinces, The Northlonds, The Mountaininads of the Yukon, British Columbia Singlo framo: £3.50 each, dauble £3.90, Set of flyo S/I² L16 D/I² £17.50 plus VAT EP Ltd. Bradford Rnad, Eost EP Ltd. Bradfnrd Ardsley, Wakefield The second largest chuntry in the world is o dumning prospect for teachers of geography ottempting a systematic regional treatment. It must be a similarly stiff challenga for tha makers of such visual aids as this excellent filmstrip sot to encepsulate Caneda in 180 frames. Most British imalgrants seem to

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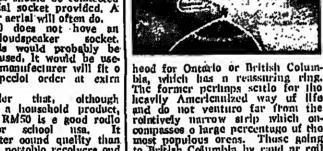
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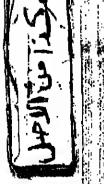
Eost



by Jim Anthony



head for Ontario or British Colum-bia, which has a reassuring ring. The former perings settlo for the leavily Americanized way uf life and do not venturo far from the reintively narrow strip which on-compasses o large percentugo uf tho most populous oreas. Thuse going to British Columbia hy roud ar roll get o truer picture of the lumon-





bully

Billy was a

Frances Murphy

Billy-Son Billy-Son Mom-Mom Tencher-Teachar Toot-Boy in class Gorge-Boy in class Jim-Boy in class

This playlet was written following an English lessan on John Walsh's poem "The Bully Asleep".

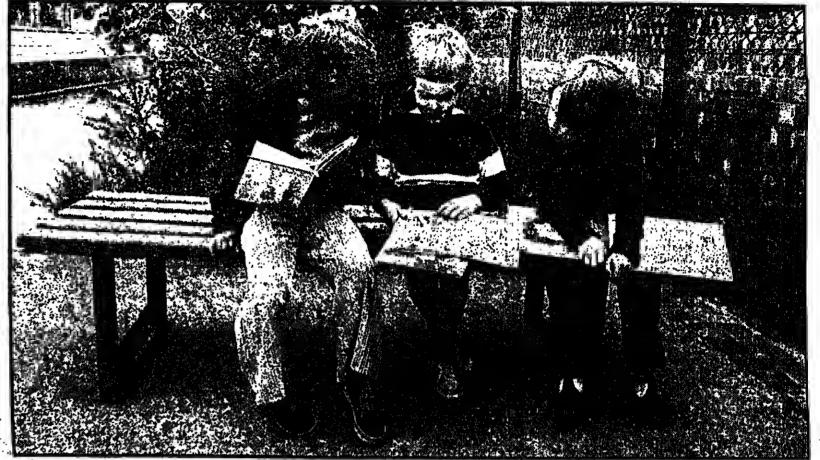
Everyman's University

Naomi McIntosh

Everyment's uses correspondence innerial and television progremmes working from a new building near cha national Educationel Telavision Centre, and sharing premises with the Centre for Educational Techno-logy, with these have been innded

Naloguas of the Original. Analoguas of the Original. Everymon's University in Isreel recently started its second semestar with 4,900 etudents, Given that the student population in Israel le ebout 45,000, this is no mean feot. Everymon's university in claration student population in Israel le ebout 45,000, this is no mean feot. Everymon's accord semestar minerial and television progremmes working from a new building near the antional Educationel Televieton budget. Everymon's does not use tadio; es yet negotiation with the netional recise network has not use tadio; es yet negotiation with the netional recise network has not use tadio; es yet negotiation with the netional recise network has not use tadio; es yet negotiation with the netional recise network has not use tadio; es yet negotiation with the netional reconstruity concluded, But it does they bong experimental kits and study centres, at which students there based in callegas af fur-thor education and teacher troining colleges, with membors of the locol study centres are administration. Tho initiel range of degree level

READING



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Reading Matters

Selecting and using bonks in the classroom Written by the staff of the Centre for Language in Primary Education, Edited by Moira McKenzie and Aidan Warlow

This book argues the case for having a well-throught-out collection of books in every classroom, and offers detailed practical edvice on their selection ond use. There are sections covering nicture books, fiction (both realistic and fentasy), poetry, non-fictinn and other materiels available in both teachers and children, and some fescinating personal accounts by teachers of weys in which hooks supported and extended particular studies. The book was written by the staff of the ILEA Centre for Language in Primery Education in response to discussions with teachers using the Centre.

Moire McKenzie is Adviser/Warden and Aidan Werlow is an the steff of the Centre for Languege in Primary Education, inner London Education Authority.

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Measuring Reading Abilities

Concepts, Saurces and Applications Peter D. Pumfrey

Teachers today are becoming increasingly involved in evaluating the reading abilities of their pupils, both in the ordinary classroom situation, as one aspect of the teaching process, and in the context of remedial programmes. This book focuses on the practical cousiderations which are central if assessment is to make an effective contribution to the teaching of reading. It looks first et some fundamental defluitions end the purposes of testing, and the factors involved in selecting an oppropriate test. It then goes on to list the major sources of reading tests, information and advice, and to examine the principles of test administration. The last two chapters deal with the nature and interpretation of reeding test scores end profiles

This book complements the anthor's UKRA monograph, Reading : Tests and Assessment Techniques.

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ontinued from previous page advice, instruction, and exercises upils need as readers.

There has been a surge of inservice work un aspects of lunguage, and reading hus been includedand reading has been included-though perhaps less frequently than talking or writing. Leas and deportments of education have increased the number of courses dealing with all aspects of reading, from the initial stages through to reading in the secondary curriculum -though that is still the noor rela-tion of the reading family. Yet there are many departments of education in universities who have education in universities who have no lecturar who has given specialist time and thought to reading outside literature, and there are many others where the reading specialists are entirely concerned with infents or with backward adolescenta. In training, it seems that reading is for the young or the slow. I suspect that more teachers in training are taught of the implemented of the laught of the insidequacies of the language of textbooks than are usight how to help pupils read exubooks. The Open University's reading

courses are impressive exceptions, and they will be described loter in this supplement. These liave become the nation's moin in-service wark in reading, with the material having an influence beyond those actually srudying with the Open University. In some ways, though, the very strength of these courses is their weakness from the point of view of wide dissemination: they are too long and detailed for most teachers.

The evidence suggests that the colleges of education have rapidly responded to the Bullock reporte responded to the Bullock report's recommendations on language course, though, again, the reading component in the units introduced acems often less important theu more general eacialinguistics, and the reading work that is included is too often limited to the initial stages. f now wondar whether Bullock's recommendations on the need for the ecsdemic study of reading went far enough or were reading went far enough or were strong enough.

ing policy.

strong enough. The false polarity between the warring camps of "look and say" and "phonics" has largely died down, and the vigoroue and metho-idical eclecticism of the best infant junior schnols are giving more sttention to remedial rending, though cuts in the tender force They become available.
 They become avail

area and the associated series and the resolution is the pain of the series of the pain of the series of the serie



ingly. If by a miracle of inct and energy an English tescher in a sco-ondary school gets the staff to ogree to set up a policy, it can then suffer from the iack of knowledge in most secondary snd middle-school Eug-bleb departments of reading outside lish departments of reading outsida literature. Most of us taachers of English who had a university Lit Crit course are budly read in read-ing, and therefore it is the rore Eng-lish department that cun act as the focal point for e whole-school readthey ere important, af a taught), but of realing in index is a reorgonization i idena and fucts of the base thus allows the resder to be self from the author the organizing method. Library at ing teachers, and subjection need e unlited strates with school'a language poby. The most startling gap in the The most startbing gap in the teaching of resulting today is the tea-ching-for rether the oknost total failure to even try to teach-non-narrative prose. Most of the inde-pendent learning which we hope to encours a the our pupils deponds on the pupils' abbility to read for meaning, to follow she orgument of mon-nerrative prose. Once beyond more word recognition, the akills of reading narrotive and non-nerrative are not the same. Voc-

Up to the publication what "test" had became warm able four-lettar ward. The said of the necassary be we selection. Now e new piece ism allows us to use isu's proper place, as aids a more we increasingly recommended crude "roading age" of " ege" is usually not a vert piece of information. The p of tosting—acroening, memory dioguosing—are now mate

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continued from opposite page continued from opposite page insight this country was clearly alread of most others, illough 1 must add that I may be biased as I am associated with some nI this publishing 1) Add to that the noique freedom of teachers in the United Kingdom to choose far themselves, and we have a very happy situation Kingdom to choose far themselves, and we have a very happy situation in the field of incrature. American schools, for instance, have a much arrowar range of fiction available, and the struggles of such gruups as the fominists to get female writers read in high schools illustrates the kinds of problems that we do oot have.

kinds of problems that we do dot have. On the other hand we bave our gaps still. True, there is now much more suitable fiction for older hack-ward residers, and, maybe thacks to the 7ES awards, the general quality of information books has improved. But that third year secondary age temeins difficult to purchese for, and there is very little non-fiction for the oldar backward reader. Problems of the balance of kinds & switters live been at best partiy of writers have been at least parti ls to read s constant strosm of is io middle-class suburban or

Argusbly the worst provision is the standard subject textbooks in middle and secondary school. These have not been even so far as what baye not been eeen so far as what they in fact are: the msjor material ler learning to read beyond the baye snges. Only recently have publishers started a methodical consideration of the language of tertbooks, following Harold Rosen's important study. Hitherto it was pre-sumed that the puplic using the books would be able "to read". Even now I see little sign that it is realized that these books should be mart of a reading programma. Lead has the pupil gradually into edult non-fiction reading. Teachers who have been alerted to the difficulties

JUST READ WHAT IS WRITTEN READING ON THE INSIDE TEST Ko 0 d 🔹 0 400+0 0000007

of the text, meet the issue by evold-ing the difficulties, rather than lead-ing the pupils into the text. This is noticcable in the humanities, the sciences, and especially mathemotics —the great reading subject one of our education. On the one hand the provision of material has improved, with the growth of the school bookshop tradi-tion, the extension of libraries and resource centres, and the greater use of topic books. On the other

ition, the extension of libraries and too, the extension of libraries and to solve the standards are the solve the s

vivid extract, dragged from context, and the pot-pourri of ilematic bits. Teaching groups with a great range of abilities chellenge the possibility of a shored experience with a long work, and so some classes have e diet of extracts week after week. I don't find the situation quite as worrying as others—for it still seems that the imaginative response to literature is one of the strongest offerings a school has for its pupils, and on a of the most popular.

Problems of examining litereture remain, and wa hardly seem to have tackled what we mean by response to literatura and how, if at all, we can measure it. The huge expan-sion of CSE has leed to the developsion of CSE has leed to the develop-ment of some methods: course work, thet ennfusiogly vagne term. has been extended; open-book exa-minations have become more widely used. The Schools Council have embarked on major etudies of the organization of examinetions, but no ona has delved loto what we want to test and bow thet is best testad.

testad. It is almost certain that the writ-ten examination form that we most oftan use, with its particular group-ing of constraints (fixed time, equal length of question, largely analytic questions, no sources, quostions seen only at the stert of the examination), does not tast rasponse to litorature os well as wa should like. It is a pity that these who wish to uphold standards see the preservation at this mode of testing as vits to their arguments. Exactly the opposite point of view could be taken: if we want to reise etandards we need more rigorous excoultations

notably that of helping pupils to notsbly that of helping pupils to follow the argument io nun-narro-tive—there seems to be at tha moment a nationwide effort, end tha beginnings of a real working to-gether. There ore obvious dangers in the present mood : some schools will probebly slip into onechanical decontextualized exercises; others will pick up the superficial jargon ("the importance of guessing") end misuse it. But I beve a hope that just oround the cornor is a new professional synthesis. At the moment we are a aerles of loosely moment wo ore a series of loosely nloment wo ore a series of loosely related separate professions of sne-cielists : Remedial teachers, librar-ians, literatura teachers, librar-teachers, drama teachers, junior teachers, drama teachers, junior teachers, subject specialists, read-ing experts..., UKRA, SLA, NARE, and NATE—each do good work, but separately Why, are no work, but acparately. Why are wo in so many different groups ? Don't we sometimes so overplay our spe-cialism that we frighten others off?

cialism that we frighten others off ? There oceds to be a coherent whole-school reading curriculum in evary school, and preferably up through the community of schoola that work together. If this is to be possible, we must learn e little of encb nther's disciplines and speciel-isma, and enthuslesms. We need a professional synthesis with every tancher bocomiog a teacher of reading.



'What is the use of a book,' inquired Alice, without pictures or conversations?



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Carl Proc. 11

そうしょう スキックにあたい と All the ingredients for the development of lively languaga experiences are provided : children listen as you read from the Read-Aloud Libraries ; they talk about their activities with the Magneboard, or as they cut, paste, play and draw when using the prepared stencil Mosters ; they learn to read as an extension of their spokan language and they write as a part of their self-expression.

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All things to all men

Betty Root on reading kits

less 25 so-carled reading that it enterges that it is impassible to define, with any accuracy, what com-stitutes such u kit. Historically the desire to create structured reading programmes ond to include all the uecessory component parts in a purtabla box origineten from the United States of America. Some 15 years ego Science Research Associates introduced the Hist kits into the Uolted Kingdom. I here has beec considerable growth wince then. More than half of the kits available now havo been devel-

If there is a great discrepancy greatest variable in any insersimility in the king there is certainly a of reading marcrial hos to be the acter. And there is uo way of controlling this. To ensure that the final product is really valuable to inder the said product is really valuable to conchers and children, Many teachers arc justi-liably suspicious of anything that can be regarded as a kit. Somo ore

ince then. More than half of the kits into the solution with the end of the exercise, however, the most importance conclusion and experimental group. At the end of the exercise, however, the most importance conclusion mainter have builtrated from American publishers. If there is a great discrepancy in the kits there is certainly a greatest variable in any assessment of reading material hos to be the teacher. And there is uo way of the center. And there is uo way of

From a careful exantinatian af at nonling more tinn a motiey collec-least 25 so-called reading kits it thun of unsequenced intaterial pack-energes that it is impassible to define, with any accuracy, what con-define, with any accuracy, what conattitudes tawards areas in the read-ing programme. This factur is most upartant in any evaluation of reading kits.

reading Kits. It appenrs that the kits, though not directly af great help in the children's learning may cuable, in the woy their cantent is structured, the woy their cantent is structured, teachers to inderstand more of read-ing processes. I know of many in-stances where the use of the kit atimulated the teacher to improve on what the publisher has produced and share this development with other teachers

and share this development with other teachers. Reading kits have two main pur-pases. The firse to help teachers plan a programme of work for in-dividual children. It is never easy ta ensure that children are wurking nt their awn level and adequately graded kits make it relotively easy ta match the tusk to the child's nbility. Educationists with an in-flexible aversion to oll kits would do well to remember that the organiwell to remember that the organi-zation of teaching individuels is liamensely time consuming. If acceptable programmes are available it seems sensible to make use

Secand, a reading klt can be e way af assembling variaus resources designed ta develop a central theano. way af assembling variaus resources designed ta develop a contral themo. Of cnurse teachers can also collect tagether relevant items and build up kits themselves, but it is not always easy to find good pictures, tapes or games which reinforce eoch other. Margaver, published resources can extend the work the tacher helself has developed. Uafortunately reading kits oro often purchased after inaufficient examination. Many teachers ara misied into thinking thot there is a careful progression of work in the materiels providad in the box, only to find thet levols of difficulty ore by no meous accurately graded. It really is wise, before spending considerable sums of money, to seek as meny opioions as possible. The DESS funded, evaluetion project of the Centre for Teaching of Reading produces tcochers' reports on a variety of vording material include

variety obtained explosible. The English Colour Code DES funded evaluation project of Seniac Systems £60,00 the Centre for Teaching of Reading ` A kit containing 30 cossettes, produces teachers' reports on a record cards, wipe-clean worksheets variety of reading materiol, includ- ond manuals. To provide experience

iag some kits. This praject has been funded far a further three years. As well as reading the apinions af others it is important to examine kits to be bought for aneself. The following information any affer guidelines. All the reading klis isted cun be seen in the permunent exhibition af the Ceare far the Teaching of Reading in the Univer-sity of Reading (29 Eastern Avenue). The list is alphabeticul. BFA (Americon) Holt Saunders Ltd £50.00 per bax

Holt Box cards end cessettes fur indi-vidual learning of infurmation, Dox curus ena cessettes fur indi-vidual learning of iafurniutinn, organization, generalization aud evaluation skills. These labaratories are relatively new to the United

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This is the only United Kingdom produced apelling kit which offers o systemotic approach in spelling through colour coded rards, worksheeta, test cards and aasver curds, It is available in one box ar six sounder boxes.

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These three boxes of resnurces support o series of paperbeck books for slaw learning teenagers. Eoch box contains a useful assortment of photographs, wallchoris, warkcords and documents. Concept 7-9

J. Arnold

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Schools Could and comes in fuir separate boxes : • Listening with Understanding f8,36, Through tapes this unit improves comprehension and com-municetion skills. • Concept Building £14.00. Through activity books and picture cords children are helped to classify data. • Communication 14.00. Children work with each other to increase neal skills.

older slow learners. Peabady (Americon) Distributoro NPER Level "P" £202.00 plus VAL

capped children but cao also ta uaed in nursery aud infant dans Longnoge Activities Kit (Amedean) Scott Foresman £37.00 A comprehensive range of ating tive moterials far the five to st uve moterials far toe five to st year-olds. Includes large pictur cards, masks, card games and u infarmative teachers' manual whit can be purchased separately (12%) Languege Centre 1 (five to it 2 (fiva to 10 years) . Drake Educational 160.00 each

A reeding labornary-type wid covers listening, speaking and tee ing and writing. Ten casselle w

included in the price. Lunguoge Resource Pack E. J. Arnold f11.95 Includes five background power and two sheets of people zi vehicles to be cut out for win with posters. Cassette with in stories storiea. Learning to Lislen (America)

Learning Development Aids fur Another lorge packoge for tr sory und infant classes, Not of the material included cauld be a

the minteriol included cauddeed lected togethor from ather some Men of the West Good Reading Ltd £43.20 An unusual and stimuleipp gramme which consists af finant of worksheets, story card at cassettes suitable for projected up material with mixed and groups. Could elsa be used an older slow learners. Level "P" £202.00 plus VA Level 1 £78.00 plus VAT. Level 2 £102.00 plus VAT. Level 3 £102.00 plus VAT.

Continued on next pop

Steps to language

Owen Surridge

Owen Surridge Merienne Party has used the rosults of rocout research abuut throe to ouxyeor-olds in a new series of lou-guoge devalopmont materials, tho first of which was published recently. Mer alm has been to help parents, ohlid mindero, playgroup helpers and nursery school teachers to pre-pare the ground for tho kind of education that children will get ot school. Steps consists of four pecks of booklets and games designed to encourege the development of per-ceptian, understanding, personal lidentity end family reletionshipa, comparison and cetegorization, lau-guege, simple arithmotic and an lotroduction to reading. The last in the sequence introduces the idee of school and prompts observation of the world bayond tho confines of home. Steps I consists of six perception proupters, books with spilt pages that allow matching of the various pieces, some of refined subtity, to completa the pictures. In so doing wester and the size of size perception proupters, books with spilt pages that allow matching of the various pieces, some of refined subtity, to completa the pictures. In so doing wester and the pictures, in so doing wester and the pictures, in so doing wester and the pictures, in so doing wester and the pictures are some of refined subtity, to completa the pictures. In so doing wester and the pictures, in so doing wester and the pictures, in so doing wester and the pictures are introduces and in the string to simulate the pictures in the superior of a consisting to simulate the set of and prompti observing that allow matching of the various that allow matching to the various that allow matching to the various that allow matching to the pictures. In wolders and the super-tion attampt to simulate the the set word to and prompti soberving that allow matching to materials. A dot the string to simulate the the string to simulate the set the factor and the pictures are the the string to simulate the set the superis the superior the superistic the super

Among this week's contributors:

Among this week's contributors: Roy Blatchford teeches English at Stockwell Manor Comprahansiva School, London Anne Barnes teaches English at Holland Perk School, London Weedy Body is a peripotetic teacher of reading with the Avon Remedial Servica Miny. Hoffman is the author of Reading University Miny discrete difference School's Radio back programme Margaret Spencer traches of its Instrume of reading at Avery Hill London.



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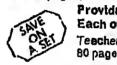
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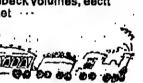
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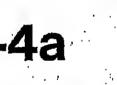


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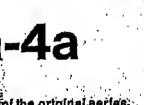






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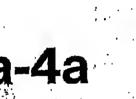








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It is o pretty radical change from

It is o pretty radical change from the presentation of roading as a hierorchy of discrete ekills to en emphosis on the process os "wholo-task" leorning. Where, one won-ders, does that leave the students who were put through the hoops under the old dispensation? The eight units now published in these two volumes with their winow "acti-

he psycholluguisus.

XIX

Diagnostic cornucopia

Roy Blatchford on the Aston index

"The Aston Index could be the lergest single fector effocuing levels

The Aston Iodex by Mergarot New ton and Michael Thomson. Learning Development Aids, Wis-bech, Combridgeshire: E9.95 a peck. dif litaracy since formal education mator skills. begen." If publishers and outhors To imple or make such portuntous toochor has claims they must accept the civite's hound): 10 intervitable ripase. To implement the test he toochor has 16 cards (spirally hound); 10 colour pleme cards three rast books and respons cards, for symbolic and pictorial, raval ecquentici mcmory; four test cards of geometric shepes; and 30 md vidual score and graphomblor test. itevitable ripase.

for beginning at all scens curious.

As the units unwind, e number of

As the units units, a number of language-related octivitias ore sug-gested. Again it is absolutely right rhot reading should be seen in this generol context, but as the mysteries

of reodebility end cloze procedure ore unrovelicd, it is easy to lose sight of the overell goal-to moke

reading o vitel end enjnynble activity. It is gnod thot the complexis throughout is on whot the flueut reeder does, and the need to make the leorner take on the task for himself, but bolh tencher

and learner seem over-programmed

in the minutiae of surface struc-

claims they must accept the critic's intervitable ripase.
Thia promotion continues: "For the first time, o scientifically hasel designed for the classroom teacher." If all thet this diagnostic connucopie ined to offer ware indead rovolutionary leerning development alde, such self-champion-ing might pess unchallenged. But sorting dirough the meterlels we meet less.
The accomponying haddoor of the content, alms and object in protachable and object in the section of deministering lates in approachable and object in protachable and object in protachable and object in protachable and object in the section of a section of the meterlels we meet a state in relaxed, quiet ond site states in relaxed, quiet ond site states in relaxed, quiet ond site states in the section of the section of the section index assesses but mut not performed a profile weited breakthrough. This is not to belitis the massive research the section with and layout of the section of the secti

aweited breakthrough. This is not to belitile the massive research to belitile the massive research the splitches of the splitches the splitche

Margaret Spencer reviews the Open University reading development course. Together with the broodcast matariol these post-experience course books, intended for teachers on the job, must coommand the most concentrated in-service attention of the studant going of the studant following the service of the studant following the service of the studant following the service of the studant following the studant following the service of the studant following the service of the studant following the service of the studant to lack at the service of the studant to lack at the service of the studant to lack at the service of the service of the studant to lack at the service of the studant to lack at the service of t

way a new nearnier sees the task. The starting point of eech unit is "what could be regorded as n reasonable level of achievement for o mature reader in the particular skills to be examined". This is sound, but the integration of the study of these particular skills into noits called "primary skills", "intermediote skills", "finding und using t informetion", "narrative, litera-ture and literacy", is the Open University order of studying read-ing, not the way in which ony y reoder goes about learning what's in reading into the most puwerful renson for beginning at all scems curious. porents to teoch their own the to read". While it is agreed hu "ohildren beginning school at in yeers old bring with these s considerable knowledge of the notive lenguege", the unit when tots 50 usages pass before unit when lots 50 perces pass before suggening thet this knowledge can be pau effective use. And why, in the set full-page photogroph, is the kind mumi reading to two boys from t book itt a reading scheme?

Somo of the less success features of the old Open University blocks porsist - ton precise die tion of "goels" and "procedue; tion of "goels" and "proceeder, nver-programming and a data ossosament which will down fource largely in chosen "sen-tios". The new units have we furced into the old blocks so set it is still difficult for some following the course in do but is required by the nervices mi-olso to "respond to what the child, is trying to do". The may enlightened "ectivity" is worther emphosis on the process os "wholo-task" leorning. Where, one wan-ders, does that leave the students who were put through the hoops under the old dispensation? The elgbt units new published in these two volumes with their, many "acti-"would provide a feirly domanding refresher course. The taxts themselvos present diffi-culties. By moving every from the notion ther saquencing is the key if it is no more than e dumony rat. The collaborative unture of the taking of learning to read needs to be

Sill, listening itself is a skill, and slighly selective use. We hear what wo wich (ar need, ar are ottuned) in hear. In the recently published The Wild Boy of Avenou-an enor-manty valuable shully for an enor-The Wild Boy of Archron-an enor-mosty. valuable study for anyone concerned with any aspect of human upbringing-nve find that the wood-land boy could hear the crack of a aut but nat the beat of a drum,

William Mayne's A Year and a Day-suraly not uninfluenced by the Averron case-sinused his wild child as having the same intensely schedive hearing and response. The schediroom offers o chance for listening-where else, in the current pattern at life?-and in return, tha schediroom offers radio a listening

say, the criminal assault by televisian on such books as Sounder, nr the Laura Ingalls Wilder sugo. Even Hugo and forephine lases its essential virtue in the screen version, never mlat how pretty the tots oud the

veading lieblt. Over the years the Open University hos developed its particular have style of teoching and learning. Is these pagea the style is at its men thickribbed. Although the print is clear, the margins generous, the conspicuous omission from these pleoched texts is the undertained pleoched texts is the undertained The one prose narrative affered to me for listening was Autelope Singer: it was dramatized, true,

Praise and un-praise

T. St George on Schools Radio programmes designed to encourage reading

a every writer-even of school reports-learns soon and fast, the toesbudary of na-praise is consider. bly richer than its reverse, A rather more unurishing assignment than the nne before ma naw would be to discuss,

but only within the terms of the book itself. And sluce it is a book that depends an plat and diologuo the version warken well ennugh, I ind the enigmas.

oudience. On the whole, schuols rodin uses the opportunity well. Well enough ?

A gond deal of poetry is used in A gond deal of poetry is used in these programmes, often to Illus-trete history, ar some particular theme. (f nate that Seamus Heaney has taken Exploration, Peter Por-ter's Understanding, Jon Stall-worthy The Future-you see the area.) Do I perceive as well that there is much less fear of undi-tional writing and formal metres than we have seen for a while?

Even Himenthy itself has been on the year's menu. Of course, no less importont then the verse itself is the reader. I doubt if I am elone in thinking thet come of the alght reading (judiciously cut) is most frequently used professionals arly neways more compelling than read intelerably, because they substitute yourning stresses for tempo, pace and shape. Poetry may be heard with the bawels; it should not he read from that region,

The main hearing in my list was of four poetry programmes, the per-sonal choice of invited contribu-tors. The Department close their tors. The Department chase their chausers with some guile; they were to be known and favoured nomes, and should have a taste for patry. They were to have in mind an audienea of 14 upwards to 18. Out of this thinking came the four names Roy Hudd, Dorothy Tutin, Brian Rodhead and Russell barty. Brian Redhead and Russell Harty.

A nervous teacher would tuke least risks with Huuh-the only ane of the four, by the way, whose pro-gramme would be equally apt far resuless juniors, 11-minuses. Mare opt, perhaps, Poetry (Hudd declares) must thome and source the function api, pernapy, Paetry (fluid declares) must rhyme and must be funnyt ston Holloway, 1" Albert and the Llon"); Spike Milligan. It includes the musical ditty; thus, Coward sings "Mad dugs and English-men"; the Beotles sing "Maxwell Eddison"; Hudd sings, "If it Wosn't for the Houses in Between' Wnsn't for the Hnuses in Between '.

wer a wortine airman's poem-I missed the euthor's name. The other, "Little Guttersnipe" was a Vic-tarion piece about a shun child's day in the country.

This 1 am glad to say, Hudd delivered straight; like so many similar ballads it was a true plece of documentary. The weakest of documentary. The weakest item, i would say, was Carroll's "Old Father William", whose Jokes had a long-deod ring, or thud. It is hard to say why. Perhaps the fargutten original of Carroll's sould would make o change—"Tis the Volca of the Sinner" hos an interest today that is not in the inheter version.

Tutin's choice, by contrast, was the most omblinus, Indulgen, poignant, disturbing in that special sensual way of pnetry—and pre-sented the most reading and listen-ing problems. Most of the poems would have gained by a note of coning problems, maxing the poent, wanted have gained by a note of cou-text, Julian M. and A. G. Rochelle, for instance, Clare's hurk cry " I Am": Chillock Tichborne's "Elegy Before Execution "; even the Dirge from Cymbellue.

She opprnached this sometimes, --marvellons though it always is on the page. Some unfamiliar pieces were a bunus: Dom Moracs's 'Shy-uess', John Rayne's 'Will She Return, My Lady?' and o private verse called "I Will Make Yon Botter Yesterday". The nne wrong item was "Business Girls" which is sick Betjeman, and boring at thet. Why this of all Betjeman?

Brian Redhead divertingly opened with Huusman's "Yonder see the Morning Blink ".

Two pieces though were ant far loughs. Did not Emerson ance observe: "A fonlish consistency is the hahgoblin of little minds"? One wes a wortione airman's poem—I missed the euthor's name. The other, "Little Guttersmipe" was a Vic-the fontersmipe " was a Vic-niqua delivecing with unfeiling the intersmipe " was a vic-the intersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-missed the euthor's name. The other, "Little Guttersmipe " was a vic-niqua delivecing with unfeiling inqua delivecing with interest in a superior of the intimate superise of the intimate superise of the incignor, nor would I complain, as a listener, of Nayes's Highway-man-itself an experi essay in tachnique.

> This in its turn was attractively countered by a reflective piece of Eliot (from "Burnt Norton") and Stephen Spenier's "I Think Cou-tinually". Oildly, where the Rad-head programme lagged a bit was in the reading of Keats's Nightin-gale. Too rich ? Too intricate ? Too private? Why is it horder to lister to this great seminal poem than it to this great seminal poem than it is to, say, Thyrsis, shout the same shane and length ? But the Koats charisma needs exploring in other ields Man this

Russell Harty, whn, occording to legend, has trught in schools him-self, linked his uld und new with style : you chall call it, also, a kind of cabtious intrepidity, never quite losing the sense of that hulf-sus-picious, half-curinus 14-pins-year-old in the listening classroom. You in the listening classroon. You might not predict tha choice, Marvell's Coy Mistress—well, at some stoge it must be every adoles-cent's personal find and number ollo ppem.

But the Shakesneare sonnet (94) was not obvious (chaugh we all start carly in liking the sharp last lino), Nor really is Donne's "The Flea", Wordsworth, perhaps aur-prisingly, rarely loses by being read aloud and "The Prelude" in particular 'never falls, dlp in it where you will. Harty's dip was the sketing passage : "overy icy crog tinkled. like Iron." His moderns took

in MacNeice, MocBedi, McGaugh, Charles Causley's "My Friend Maloney" could not fail to please with the quick sensual thud of its rhyme, nor, indeed, Alan Brown-john's" Office Party". Perhaps that is the classroom hit of the lot But the ord used used use well. lot. But the endstroom int of the Stevie Smith's "Emily Writes Such a Good Letter". Two cheers, three cheers, sometimes four for these programmes. Hord conugh as it is in track down Schools these days on their hidden vavelength, I would glodly hear more of them.

One programme Some Beasts and a Bird, bosed on D. H. Lawrence's animal poems, recorded the a bird, bosed on D. R. Lawrence's animal poems, recorded the children's comments—they must have been 10 and under. "The tortoise is different from the kungaroo", said one, "becouse he for himself." And learns everything for himself. No one teecles lim, he just goes out and learns fur himself." True? Fulse? a good debating pulot.





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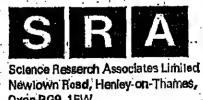
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More or less incentive Mary Hoffman reviews some recent sets of readers

irolied vocabiliory, but there is no oxcuss now-in the post language. experience era-to offer this as model of snoken language: "The crist, fara rather better. John flat is small "sold Tim's mother, "But the ony is nut small, tha rity is big." The typoface employs script "A "s and "g"s, which should halp tha poor reader, but the illustra-tious are very confusing. Tim, the Austrelion boy hero, dosen't look the same in ooy two pleturas ond nor do the other characters. Even though evsry illustration of Tim's

Mary Hoffman reviews some recent sets of readers Bridge Books. By Gruhom and Jen-Infor Upton. Cambridge University Press 45n each. Longman's Structural Rsuders. Longman's Structural Rsuders. Longman's Structural Rsuders. Longman's Structural Rsuders. Longman's Structural Results. Fdward Arnohl 75p sach. Wowwell Books. By Kithlseu Ber-mon. The Gruit 40p euch. Gruhom cale and spatial and

uges from obout 6 to 3" which aro novertheless aimed at secondory school reoders. The publishers olso suggest that the beak interest is and the first series which claims to louk os much like adult paper-backs as possible—while damon-stroting that his is not possible. (Adult paperbacks do not have two-colour likestrations at most pages of oxercises.) The telious repetition of words and phrases in the early books is portly a constraint of using a con-trolled vocabulory, but there is no oxcuse now—in the post language-experience or are to offer this as

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essly off target. Whan the gods wish to punish "when the gods wish to punish us, they onsiver our propers" is the morel of "The Outside Chaoce", a macabro sketch with which Mr Dyall fares little better. There is a similuc uncertainty in his tapo uf the third story "Through A Gloss ibarkly".

the third story "Through A Gloss barkly". Langmon hove hatter filted talo aud tellor with Jill Balenn's eccomplished readings from The Robe of Blood, a collection of aight Grook legonds, five of which or on the cassette. "To the gods man oro like tiny, froglie unts..., when a num steps ou an sot, he thinks numbing of it. For the ont--ahlivian": the till piece is serions stuff and Miss Balenn reeds with a measured and vibrant nir." Love in a mirror" is the story of Norclesus portrayed in an enchantingly seduc-tive volcu: "How Thuoderatorms Begon" (Aphrodite, Ares ond Hephalstos in and out of love), "Swellen Foot" (the Oodipus enuse), and "The Good People" (Zeus's smill Hermes's wolkabout ontoog the people of Phrygio) oro marvellously lively recostings of subjects which are often wrongly dismissed as too difficult for the less able. "Knockouts" are lucal for poorer reeders in the 11-14 ago raoge, and

reoders in the 11-14 ago raoge, and the cassettos, whera interestingly in-techneted, ore a useful addition. As a development to the aarles end to eallyen the dreb racordings men-tioned, Loogman might look more to a production based on a text rather than a straight reading. The addi-tion of music, sound effects, por-haps using a group of roadars would haps using a group of roadars would be welcomed by teachers anxious to maka literotura raluct ant nup

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At one time oll rending and writ-ing instruction was seen as unques-thouhlo direction olong formol, often rigid lines in school, Then there seems to have been o to a more released hyprooch, swing closor to the mastering of skills such os walking and longuoge. Despite this trend there have olwoys been those

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gramme published os tho book of the some nonc. The book has been revised and the second solition includes sugges-tions about how the flashcards con ba used. The cards, supplied in a cardboard box, cover vocvels, single iottars ond sounds, consonant digraphs, consonant blends, vowel-

and Writing and Writing and Writing teachers whu followed a planned programme. Marguret Hootin is of the "think, plan and teach" school. She respects the ohl tried and practised methods, the need for linking rending and writing, simple. A classroom "shuild he simple, light end confortubly taken in ut a glunce. This makes it easier for a child to ace and hear essential in-structions. One or two pictures of fine quality and some fresh flowers or learning. All this is in her book. But who is it written for ? It is soid to he uddressed to borents or teachers. Semences

of learning. All this is in ner book. But who is it written for? It is sold to be uddressed to porents nr teachers. Semences printed in build type are "what to say to the child ... to make les-song ateauingful. and interesting". For example: "when we read o book we always that for his page

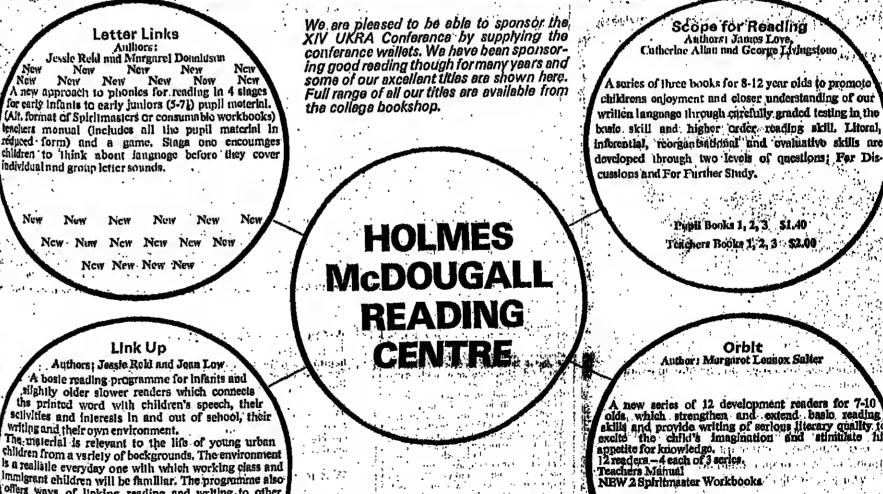
song meaningful, and interesting". Song meaningful, and interesting". For example: "when we read a intok we always shart on the page at the heginning of the hook ": this on page 6. According to the authur: "Fur Individual teaching, or very smull groups, the pages in tho bnok will be aufficient for domonstrotion." Appereally the hould is also to be used for reading. Yet different type styles ore shown. Some care is taken to provent t is advised that if b and il, after heing initial separatoly to evalue of proise min hosized. The author's didactic upproach epills over to insist on the estab-

The "largo clear churis The "large clear churts demon-stroting number, culour and the days of the week", referred to are the illustrations given at the end of the hook. The size of the posters (22in by 17lu) and the ooc-luch high letters may not be nume right for classroom use. Many reception cluss teachers may also prefer their own style of prontoting colour recognition and number boods.

rousonaot digraphs, "nugic o", hard ond soft anunds of "c" and "g", vowel digruphs, upen nu closed syllables and a useful social vocabulary. The typo form of the letters and their "key" pictures used in tha book are reproduced on tha cords, which can be wiped isean and are clearly printed la b ck on white, Seven cards at the b finning of the box provida suggest ins for drill exercises etd plann ng u lesson. The nuthors feel thet It might be cyually useful for all backward readers of for for learning the curding the authors foel thet It might be cyually useful for all backward readers of for for learning bliznbeth Goodacre

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Games for anything Bridie Raban and Wendy Body

learning to read.

ing development.

and culturates. A child's best appe-rience of theor should be a positive one. Of course, this implies that the books available to the children contain worthwhile stories and that the level of reading difficulty of any buck muches the reoding abl-lity of each child.

lity of each child. Having established these princi-ples, we are still faced with the skill-getelag and skill-using espects of the reading programme. Nou-book resources can best fulfil this purpose, alchough book reading can obviously help the child to get and use skills. This should be hoppen-ing whatever and whenever a child reads.

gnues is that the tencher designs or selects them with a particulor teaching purpose while children, of course, simply want to who tho



Many published games are of little value in busy classrooms because they demand adult supervi-sion, so teachers need to ensure that the materials fulfil their described function. For example, in genus to consolidate the parcop-ilon ut initial letters, it is wrong tu illustrate the letter "g" with e picture of a grocer, as in one of the Macmillan Reaching Genes. It would have been better to use an example such as "gete" where the initial consouant is not modified by e second, and where, there is least ambiguity in the picture. It is always with the check on

It has been suggested that much of concation can be described as a dual activity: skill-getting and skill-using. This description has also been applied to the process of skills.

Some teachers may find this too harsh a reduction of their aims and objectives, especially those con-cerned with imparting a love of books and stories. Nevertheless, skills do need to be acquired end pcactised throughout e child's read-ing development. The ideal solution is to make all

When word cards are used in e When word cards are used in e When word cards are used in e game, for example, picture-cues can be for enjoyment rather than test and undurnace. A child's best axpe-tures that are not nohignous. It is cure nust be taken to choose pic-tures that are not nothignous. It is always a good idea to go through picture-word coulds with the children beforehond. This idea is explored more fully in A France-nork for Reading, by Dean and Nichols (Evans), which also sug-gests weys of ensuring that the child ottends to the appropriate learning demands of the task cother than resorting to low-level strategies such as simply matching strategies such as simply matching petterlis

bonk resources can best fulfil this purpose, uldrough book reading can obviously help the child to get oud use skills. This should be hoppen-ing whatever and whenever a child realls. Reading games sod cealing-related activities ore on absorbing and interesting way of acquiring and consolidation skills. One of the most lonportant aspects of rending genues is that the teacher designs ledge of such board games as noughts and crosses and snakes and lodilers. E. J. Arnabl is plan-oing some new games which may be worth looking at.

Using published games with older children can present two problems. First, the type of game, its teoching or proclice content and above all the graphic presentation, may not be acceptable to them. may not be acceptable in them. Second, the games may already have been seen in the primary school. They will often be dis-missed as childish, even though the comont is enpropriate four thu punits level of attainment. Incr-tubly, reading games for other

Illustrate the letter "g" with e cleared. picturo of a grocer, as in one of tha Macmillan Raadhug Gemes. It would have been better to use an example such as "gete" where the initial consonant is not modified by e second, and where there is least ambiguly in the plcture. It is always wise to check on shark. Each player is Jaws, the such inportant detells, since many lavishly peckoged and beautifully demending a "yos" oc "no"



Waddingtons in Leeds sell playing cards with which ted can make card games, Rungd example, can stimulate the competitive, pupils while pizz games can stretck the contents span of even the most restler.

If many observers of said the octivities cunsider them wis. more than occupational and to keep the children busy with teacher attends to individual sethen we must make over that B for behaviour netivities we provide for an B for be nust he purposeful ectivities their nivn right which do an Mary Hollman une to skill-getting and using.

1. 26**#C*

April 1977, 296pp., £8.85/\$12.50 In its antrety, this remarkable work provides a complete picture of how children learn to read and write, from the viewpoint, of behavioural angineering. Volume 2, presents both a tealing evaluation for children et a source book for tachara. It gives mainode for room, sohool and evaluar-wida application of the teste ee well as a mathod for evaluating instructional material and axamples of the use. There are discussion of theoretical leaves, a tailonda for each teachara. Do it yourself

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A Technology of Reading and Writing

Judith M. Smith and Donald E. P. Smith

Criterion-Referenced Tests for Reeding end Writing

edited by Samuel Boll

its Reletionship to Imegination and Crealivity J. Ning Lieberman

0.12.449450.1 May 1977, 192pp., £8.50/\$12.00 May 19/17, 19200, 18:00/\$12.00 0.12.449430.7 Playluinees—how we play as opposed to why wa play— is a clua-to cognilive alyis, and goas beyond the childhood years to axial as a personality insit in adolascanis and adults. This book develops tha concept of ployluiness, lasts instruments to identify and measure it, and exploree tha connactions batwaen playluinees as prosocial behaviour, and imagination and creetivity at all age lavels.

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Volume 3 The Adeptive Cleseroom Donold E. P. Smith

- Uran



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story of six blind men

and graund a leg oud pro-

Aug Problems. Edited by Oun, C. W. Peters, and N. Peters, ison-Wesley El1.20, 201 05513 9. Wind useo wanted to under-twise is side and likeoed it to il. The second felt its tusk and is was like a spear. The third hed its trunk and thought it a make, while tha fourth put-tans around a leg oud prosuggest, this means corperation her cass of comprehension and adul

The last two peregraphs may per-hons give a wrong impression: Reading Problems is certainly an idealistic book but it is also a practical one. As the editors say in their prefoce : "We are idealists who are tuned to reality." Even the early theoretical changers conclude

The reading problems is certainly and a leg and pro-mared in the basis of the answer is "yet" in the reading the answer is "yet" is moves his swimmer forward wove. The questions may can allicections, for example is sheep creep?" or "Will for the swimmers to get ea their urea of see before just chance element whers we chance element whers we chance of winning. Published gones for a puperback books of the the social of the psychologist, us phayer's reading since the social of the social terms, the aut

enhication

The final chapters on the use of The final chapters on the use of the various media to the teaching of reading, the organization of a "reading program" and in-service training are chiefly applic-able to those teaching in the United States, but it is only in these chapters dot this American these chapters chot this American book seems at all irrelevant to a British situation. Some of the jar-gon and also some unexpected colloquiolisins 1" The classroan's where it's at ") may jar, but these do not justify any chanvinistic dis-ulisal of the content. This is a thirrally weighty book and an im-portant one; it deserves study by all those especially concerned with the teaching of readlog, its anec-dotal descriptions of problems and "fudividual strotegies" should be read by oil those who think "same can read and some can't and that's can read and some can't and that's all there is to it", and indeed the whole hook makes a fascinating rider to "language across the currierban" studies.

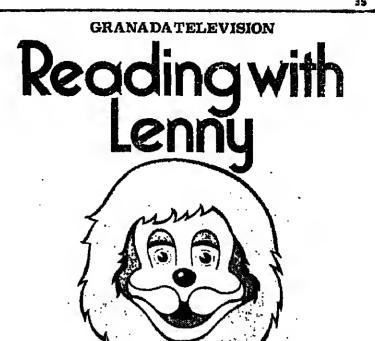
One contributor voires his fear-that the book is not only all you ever wanted to know about reading problems, it is more than you over wanted to know. I can see why he was anxious, but his worries were unnecessary: this noop be a lengthy book, but it is a useful guide to tha diagnosis of problems and their sub-sequent treatment.



lack coming in the giant's house, from " Juck and the Beaustalk ", a Rend-it-Yourself (reading level 4) Ladybird books (24p), The story, hased on the Key Words list, is hy From Humia and the illustrations hy Brion Price Thomas,

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initistical schlidish, even thetugt the discussion of the schlidish, even thetugt in the pupils in the schlidish, even thetugt is the schlidish, even the schlidis



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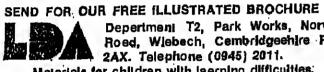
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Confidence to try again

Rosemary Hartill on television and radio's contribution to the auun meracy cannot avid Sell searcues to avid searcues to avid sell searcues to avid searcue commercial radio and the country. networks throughout the country. On the Move itself received the Royal Television Society Original Programme Award in 1976. What have been the approarhes

what have been the approaches of the broadcaating rampaign? How auccessful have they been? What are the plans for this year? And how thes the long-term future look now?

look now? When the Adult Literacy Cam-paign began, out of an estimated 2 million illiteretes (one in 28 of us) only 10,000 were being taught to read and write. Four months after the start of the BBC broodcasts, the number in the United Klogdom had leant to 55,000. The figures for this year have not yet been roleused, but the current estimate is between 80,000 and 90,000.

It is clear that the primary aim of the compaign — to encourage people with reading and writing dificulties to seek holp — has achieved a nationwide response on a scalo orgonizers had only dared to hope for, not to expect.

Perhaps the greatest tribute to the broadrasting part of the compaign is that for some peuple, at least, it has succeeded in break-Ing down barriers built up by years of deception, icolation and shame, Whereos anyone will cheerfully admit to bad mathematics, how much harder it is to say you cannut

In many weys On the Move set the tone for the campaign, Instead of being schoolmasterly, its apof being schoolmasterly, its ap-proach was friendly; humorous, rather thon workly; inviting, rather than dully informative. When people sat at home thinking "Yes but ...,", Alf and Bert, the two removal men, voiced and dis-cussed their onxietles and doubts. 'Interviewo with, people who were already learning to read showed that it was possible to do it, thut illiferacy was not a deeply shameful thing to admit, that there were muny other, sametimes very bright, people around who olso could not read the menu in the restentant. Your Alow the second columnic

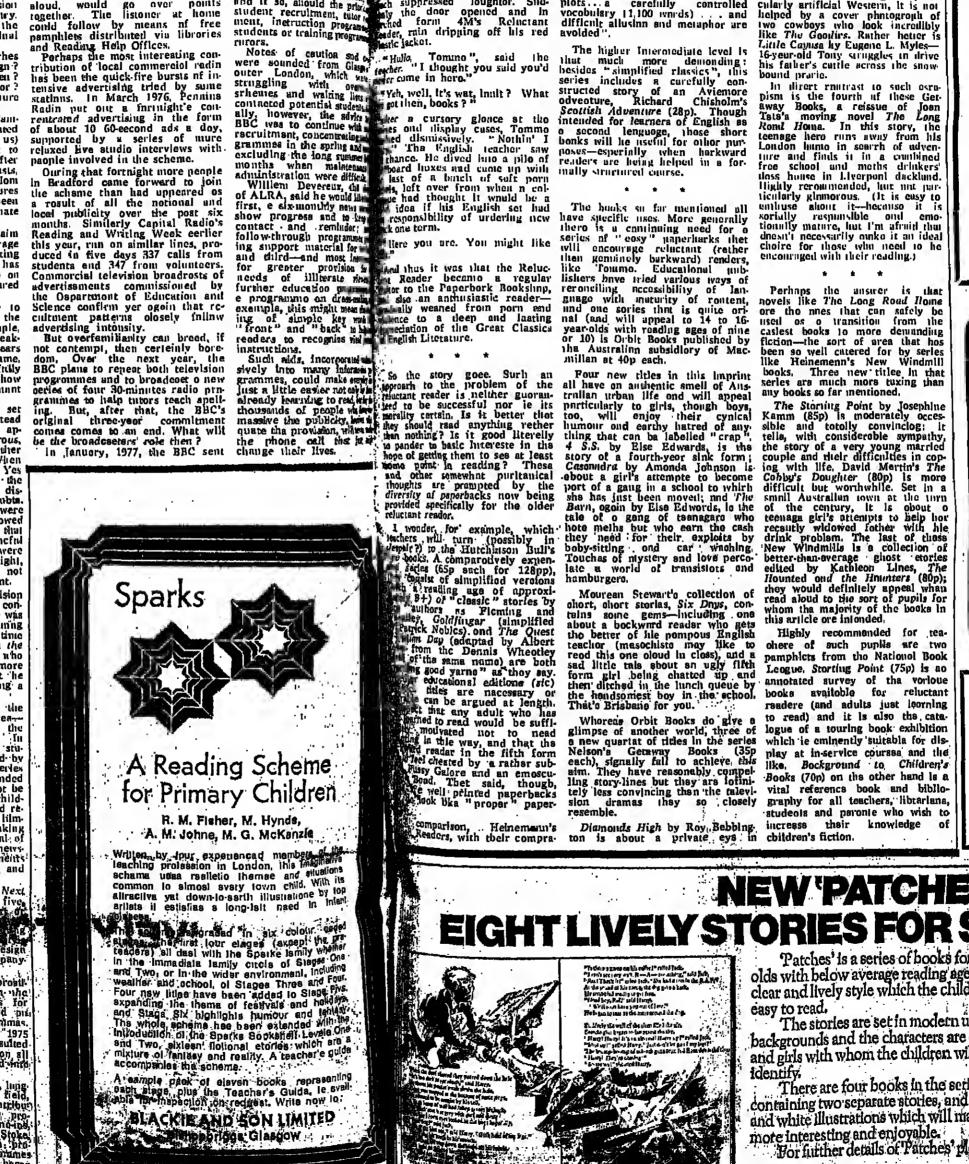
Your Move, the second television scrice, had a similar etyle, but con-tained more direct teoching. It was never intanded for entertaining mass family viewing st peak-time after tea on Similay as woo On the More, but for the non-reader who might oppreclate a clearer and more explicit sivile ond who might he hovering on the edge of joining a

Rodlo's first contribution in the Rodio's first contribution in the campaign was in a different area-desperately needed support in the training of volunteer tytors. In some borough's, bothenecks of stu-dents were building up, caused by stoff shurtness. The radio series Teaching Aunits to Read reminded volunteers they radius could not be Teaching Altills to Read reminded volunteers that adults could not be treated nerely as grown up shild-ran, and that the tultion should re-volve around what the student film-self wanted in fearn, making imaginative use of the moterial of everyday, life—street signs, news poper headlines, odverlisements pushed through the letter box, and in an.

A subsequent rodin series, Next More: was in the form of 20, five uning readings, which, students, w

20 lines lasting five hours and inte-the next day. Mainwillie, BBC local redit, ling time pioneers in the liliterary field, were individe the interact field, were individed the interact field, were individed the liliterary individed the liliterary field. State in the liliterary field in the features, and so ph. At Badin Stoke, Arthur, Wood, an education, bro-linder, broadcast, 30 programmes nver eight weeke in which he began

after the story ind near read sloud, would go over points together. The listoner at home could follow by means nf free pamphlets distributed via librories and Reading Help Offices. Perhaps the most intereasing con-tribution of local commercial radin being the wideh free burgets nf in-



Rattling good yarns

navid Self searches for books that will woo the so-called reluctant reader

basis of simplified versions a reading age of approxi-tion a reading age of approxi-tion a reading age of approxi-tion and the read of the start authors as Fleming and lier, Goldfingar (simplified ratter, Nobles) ond The Quest them Day (adapted by Albert from the Dennis Wheotley of the same name) are both as soid yarns" as thoy say. The start and start of the same start and a start of the same start of the same name) are both as soid yarns" as thoy say. The same name) are both as soid yarns" as thoy say. The same name) are both as soid yarns" as thoy say. The same name) are both as soid yarns" as thoy say. The same name (sic) the same name at length. The same and would be suffl-and the same not to nead mouvated not to nead is in the way, and that the readar in the fifth form

Mei cheated by a rather sub-Rusy Galore and an emoscu-Boad. Thet said, though, are well printed paperbacks and bok bka "proper" paper-

mother wet linich hour. The Inglish tearlier stood in the spechack hookshop wonder-v nurth of his stork had ook it was that was causing p of third form girls so suppressed loughtor. Sud-the door opened and in form 4M's Reinctant rain dripping off his red avolded

Mourean Stewart's collection of chort, chort storias, Six Days, con-tains some gems-including one about a bockward readsr who gets the better of hie pompous English teachor (masochisto may like to read this one cloud in closs), and a sad little tais about an ugly fifth form girl being chatted up and then dirched in the lunch queue by the handsomest boy in the school. That's Brisbane for you.

Whoreas Orbit Books do give a

Side to Nothere by William Hirst is even less rancheing. A parti-Cularly artificial Western, it is not helped by a cover photogroup of two cowboys who look incredibly like The Goolins. Rather hetter is Little Canusa hy Eugene L. Myles— 16-yeur-old Tony struggles in drive his faller's cuttle across the snow-bound practice.

New Windmills is a collection of better-than-average ghost etories edited by Kathleon Lines, The Hounted ond the Hinimters (80p); they would definitely appeal whan read aloud to the sort of pupils for whom the majority of the books in this article ore infonded.

Highly recommanded for ohere of such pupils are two pamphicts from the National Book Leogue, Storting Point (75p) is ac annotated survey of tha vorioue books available for reluctant readere (and adults just loorning to read) and it is also the cata logue of a touring book exhibition



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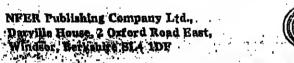
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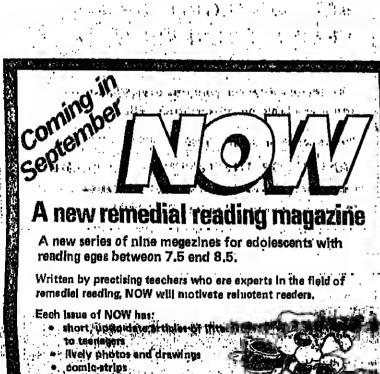
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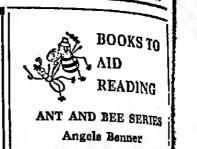
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Consistent forms Anne Barnes on a new reading programme

from the I.T.A. Foundation

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Nursery for bookworms

Elizabeth Hunter on the United Kingdom Reading Association

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retaining to reading. They hope olso to develop an awareness of the Impact of read-ing by encouraging the development of worthwhile reading testes and permanent interests by promoting the formation of lifetime habits of reading und by developing an appreciation of the value of reading in a ilemocratic society. in a democratic society. Their third purpose is to primite

the development mmong all peoples of o level of reading proficiency that is commensurate with each

individual's unique capacity, individual's unique capacity, The Association started in North Americo, founded by reading specialists in the United States and Canado, Today it has otembers in 78 different countries, notional affiliates in 18 countries, and pub-lishes three journals for profes-sionals in the field of reading. The Raading Tsacher is devoted melaly to primory reading, while The Journal of Reoding is aimed at secondary and college level. Tha Reading Resaarch Quartering gives entensive reports of important research in reading. Every year the Association holds its annuel con-vention, of more than 10,000 dele-

The United New Concerned with the improvement of reading. The International Reading Asso-ciation mid all its affiliates alm is barrowet a structure of the second second

organization, UKRA has developed orer the years a programme of publications, conferences, courses and committee work. Is officiol organ is the journal concerned with the problems facing educators at all levels in their attempts to implement the usin recommendations of the usin recommendations of the usin recommendations of the used free of charge to all members, a recent generation of teach for the study of education for teach sand books in Schools. In a further attompt to help tea-ther organization is made up of almost minute in endows of a series of intimed the publication of a series initiated the rapidly expanding profes minute into a series minute into a series of improving the language and mangraphs. The National Executive commit-tions, research, conferences minute sumburn the lead councils which itom, research, conferences minute sumburn the lead councils which itom, research, conferences minute sumburn the lead councils which itom support the lead councils which itom support the lead councils which itom support the lead councils which isond the teaching of reading in support the lead councils which is of problems, most of whom support the lead councils which is difference are still some free places nt the base are held throughout the year, but, study conference is the highlight. Thie Case and regional conferences are held throughout the year, but, study conference is the highlight. Some are and the teaching of reading in study conference is the highlight. So UNEN. There are still some free places nt the Some stall counce brings together be United Kingdom, from many other

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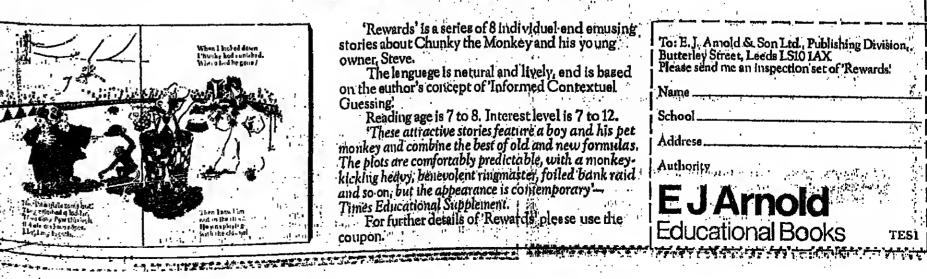
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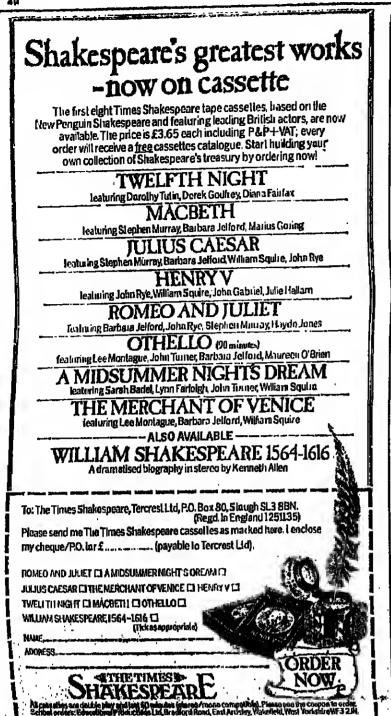
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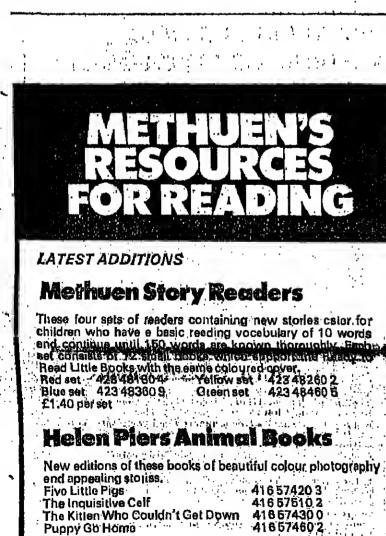
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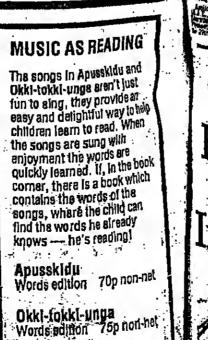
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tha child builds his own story. In one story, for axempla, Butch die covers e hedgahog. After follawing it eoross several pages, he cannot resist touching it...end the book ends wich the picture of retrecting Butch (sadder end wiser no loub and a contented hedgehog. Thus, Slutch visits & farm, plays with a belloon, hunts for a bone, ravies by boat, explares a river and contribute to billogs as, crabs, makes and desenaries. They pages indexes and desenaries. They pages indexes and desenaries. They ages the desenaries in the book ends with the belloon, hunts for a bone, may with a belloon, hunts for a bone, ravies by boat, explares a river and contribute things as, crabs, makes and desenaries. These books indexes and desenaries. They age that langunge is have humour, and elthough the nesh abaracter is carbonalike. To course this Suffer Butch books are successful both for their story content, the way that langunge is introduced and the basic skills of reeding are developed. Whize Bank heve show in the book at the way that langunge is introduced and the wood is in which the basic skills of creating are developed. Whize basis tory by J. L. Carr manstroam residers. But they late and days of schaoling-for here are books, that that be used and in the cleas. The much less impressed by the sophies som and Bess impressed by the sophies some are and Bess impressed by the sophies some are and Bess impressed by the sophies some are and Bess impressed by the sophies with the some and the basic of the thistory. And the basic starts and for the theore are basic and for the some and t

Curry on Reading by S. A. Stag and J. A. Wynne (Schofield and Slous 75p each), is part of a progreanme designed to provide a "graded core of varied reading meterial for use in Junior and Mid-die Schools". It looks very much like the primer of my school days-from the solid poges of text to the slightly dated illustrations. Then ara "cbeckpoint" pages to test the child's understanding af what has has read, and poems end ridden lighten the overall presention But while the authors, S. A. Sug end J. A. Wynne have complet worthy anthology, I don't image children falling over themselves barrow a copy from the library

Renúnhout Books by Ste phanie Council and Vivienes Des coll (Macdonald Educational, 35 coll each) look suspicionaly like rem of material that hos been as or material that has been ass-uously sold to echools several ines baforc. Macdonald Education have (quite rightly) coloyed and success with "Junior Referrat", "Starters" and "First Libury", Although "Roodabaut" is a the ural dovelopment from the ural dovelopment from the volumes I would have liked the new Illustrotione and a loss in domic text. If I want information domic text. If I want information ga lirst to a dictionary or enorth pacelia, not to a general informe-tion book. What I don't require in back that sats out to impart sto-eral information but noverthelest roads like a dictionary. Thus I not that "Iron ore is smolted in a blast former to include a blast informer. furnace, it is called a blast furner bacause hot air is blasted through it to burn the fual". Factual yet ing, exact writing, but hardy he sort of style that will de foriton and the burn the burn of Bright Welf ond steel what Ring of Bright Waler dld for otters.

Perhaps this brief resums for Perhaps this brief rooma nor catas aomething of the dilemma faced by publishers when deciding what books to markot. Should they play safe and publish only middle of the way books in a conventional format for an essentially middle class teaching force? Or should they ettempt to be a little mark convageous both in canteut, strie and design with the aim of in-fluencing the markot? If this very fluencing the market? If this were attempted, then how would teachers react? Is it not befor lor teechers to play ssfa and buy the books they know and have used successfully in the past?





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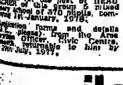
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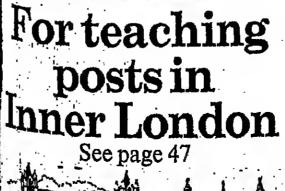
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Scale 2 Posts Scale 1 Posts	41 42	llistory Numenitles	45 45	Commercial Subjects English
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Deputy Headships Seulor Maxers/Mistreases Remodial Posts	42 42	Pastoral Physical Education Religious Education Science	48 48 49	Muthematics Muthern Languages Music
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Technical Studies	.43	Dilicr than by Subjects	51	Technical Studies

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MEOWAY DIVISION

ROCHESTER, BALFOIIR COUNTY. BR roquired far becond year from Spheriber, it poss or from January, brust ha Dis Pistuli, Scale & poss possible for aritable candidate but applier light truch college losvers which are apply to the lightnuster.

Display in classified edvertisements £3,80 per single column em (minimum space 9.5 cm double column at £72,20).

A charge of 50p is mode for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above retes.

Advartisements recalved by Monday will be published in tha following Friday's issue subject to availability of space. Copy should be cent to :---The Adverticement Manager,

The Times Educationel Supplement,

New Printing House Squere, Gray's Jan. Road, Londan WOIX SEZ, 111111 by Monday for the following Friday's issue,

Teachate wishing to apply for a post in Septiand ato advised to ask the Rogistrar, The General Teaching Council tor Scottend (5 Royal Tetrace, Edinburgh EH7 5AF) tor Information about eligibility for registration with

56 **Appointments** wanted Overseas Appointments 56 Other .58 classifications .58 Educational Courses 60 Personal Announcements Exhibitiona 62 60 Entertainments 60 For Sale and Wraterl and Postal Shopping licidays and Accommodation Home Excluence Holldays 62 60 Properties for Selo and Wanted 60 Typing and Duplicating

> REVENO AKS DIVISION STANDARDVE PARK COUNTY PRIMARY INFANTS' SCHOUL

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WALTHAM FOREST (London Borough ef) EDUCATION COMMITTE The Borough is within sery sccuss of Canting London and bordered by Byphing Forsel. London addition to selery payable, identified for Sortonber 2077 THOUGH GAMUEL JUNIOR SCHOOL

Chosing date: 99th July, 1977. Application Rems obtainable on Solo of S.A.S. Aron the Chief Woolon, Officer, Landon Bacano



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Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

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PRIMARY Scale 2 Posts

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(GROUP 6)

own interests: ·

PRIMARY SCHOOL

ERRINGTON JUNIOR OCHOOL

DEPUTY HEAD TEACHER

Windy Hill Lene, Marske, Redcer, Cleveland

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CUMBRIA

County of Cleveland

Applications are invited for the post of Deputy Head Teacher, the vecency arising because of promotion of the present holder to a Headship.

A suitebly qualified and experienced teacher is

required, able to play a leaching role within the school, perform a variety of managament functions, help with the organization of eport and genue, and

Infroduce activilles to the school (stavant to his/her,

Financiel assistence with household ramoval expenses

Is available in epproved cases. Forms of application obtainable from end returnable to the County Education Officer. Education Officer, Woodlands Roed, Middleabrough TS1 3BN, not Isler than 29th July 1977.

Primery Schools

HEADSHIPS

HEADTEACHER

Group 3

Burshem Scales plus London Allowance 2402 plus Bocles Priority Allowance 2201 or 2278,

Application forms may be oblained from the undersigned, to whom they should be returned by 29th July, 1977.

ducellon Offices, J. S. Wilkts, M.A., Ph.D.

BOROUGH OF

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Director of Education,

WEST SILVERTOWNAMING MUNIC

Roll : 73 (plus 20 part-time Nursery)

AND INFANT SCHOOL

Evelyn Road, London E10 2AR

Required for Jenuery, 1970

Broadway, Stratford, London, 216,48H,

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HERTFORDSHIRE

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DL Read, Lower Willingdon,

EAST SUSPEX

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NOBFOLK COUNTY I: UINCII. SOUIATION OF PAITMENT CENTIAL AREA There may be a vory small oum-bor of uncancies for nowly trained TEACHIGES in First and Middle Schools from Section, Central Ave Edu-cation Diffue, Giadaione House, 28 Si. Olles Birsot, NR2 110, for npplication forms, plaese send S.A.B.

SOMERSET

CHARCIDN HDDISTHDRN C.L. I'.A, SCHOOL 168)

For January 1978, Permis-neat, ABSISTANT TEACHERH, Scale I, for Infants, Know-ledge of Breaklinrough and l'Isichor desirablo.

MENGIEAD COUNTY FIRST SCIEDOL (146)

For September 1977, Perma-nent TEACHER required for Hocopilon Class, Applications should be moden to the Heple-inssior, stating interests old.

OURRY RIVEL V.O. SCHOOL

For September, 1977. Tom-orary TEACHER required,

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Avenue, Woodford Green

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WALTHAM FOREST

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COUNTY COUNCIL STEVENACS DIVISION DEOWBLL BCITODI, Talford Avonuo, Stevenago

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LINCOLNSHIRE

TEDDER COUNTY Digby (Roll 144) TEACHER for six-rear age

DRANTHAM EABLESTIELD COUNTY (RPH 611)

TEACHER for Juniors, Wil-lingnoss to saist with girls' Games and Physical Education An advantago, ORANTHAM HUNTINGTOWER ROAD COUNTY (ROIL 523)

TEACHER for Third Year Junices. Abully to casist with boys' Gamps of antice Belance an codditional gebuiltcaker. Surnham Brais 2 dvallable for sailably quadrind and exper-es cod epplicant.

COUNTY (Roll 138)

TEACHER for Reconiton

Application forms objaioable roin iko Divisional Soucailon Micor, Council Dilicas, Bica, ord, Lincs (B.A.F.B.), Diosing dato, 92nd July, 1977.

St, Catherine's R.C. J. T. School, 1. 4.44 Greet Colmore Street, B15 2AY 103 Required January

DEPUTY HEAD TEACHER GROUP 5 1.000

Candidetee must posseee the Catholic Teacher ere's Religious Certificate. Applications, to Rev. M. MoManus, St. Catherine's Presbytery, Bristol Street, Birminghem B5 with copies of recent testimoniais.

Closing date July 27, 1977. There is a scheme for assistance with removal expenses 14/15 i di din 101 113 225

BIRMINGHAM CITY COUNCIL

THE TIMES EDUCATIONAL SUPPLEMENT 15.7,7

WALTHAM FOREST

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Middle School Education

Headships

DONCASTER OUCATION COMMITTEE BPIIO IBROLIOII - BRUININO HULL MIDDLE BURON, Borolbrongh, Donomier DNS 751

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TAFFORDSHIRE

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EDUCATION

Required as soon as possible COPPERWORKS C.P. INFANTS, BURRY PORT (GROUP 2)

(GROUP 2) Applications are invited from suitably qualified teachert lev she post of Headinacher at the obove nazzed school. Application forms are available on receipt of a stamped advested avvelope from the Director of Education; Education Department Headquarters, Pibwrlwyd, Carmarthen and shund be returned by 20th July, 1977, Required as noon as possible BURRY PORT C.P. BOYS' SCHOOF, (GROUP 3)

BURRY PORT. C.P. ROYS' SCHOOF, (GROUP 3) (UNIT TOTAL 226) Applications are hylled from sullably qualified teachers for the post of Deputy Headteacher at the above achool. MORIA' C.P. JUNIOR SCHOOL, LLANELLI MORIA' C.P. JUNIOR SCHOOL, LLANELLI Applications are invited from experimed teachers with a knowledge of Wollin. The successful applicant will be responsible for Murc and Needlework. Must be able to play the plane. COPPERWORKS INFANTS SCHOOL, LLANELLI Required at source sful applicant will be responsible for Murc and Needlework. Must be able to play the plane. COPPERWORKS INFANTS SCHOOL, LLANELLI Required at source able provides of Wolsh is required and the ability of play the plane demarks. Application forms die overlable for, the shows poth on receipt of a stamped, addressed envelope from the Area Education Offree. 24. Colleghili Terraise. Lissell and should be returned by 24th July. 1977. Canvaning diffectiv of Indiratily will disqualify.

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Scale 1 Posts

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for other posts he secondary and high schools, application by letter and be made to the hendicacher at the school concerned, going the names of two relatees. le post reference number should be quoted on all correspon

HIGH/SECONDARY SCHOOLS SCALE 2 POST 2. The PARKEANDS BIGH SCHOUL, South Parkway, Leade, LSI4 6HB Telephones, Leads 606174/3 No. on all Leads 606174/3 National Control of the School of the S Annual of Spitchber, if privile : leacher in charge of MUSIC.

) DYFED County Council COMMITTEE

SCALE 1 POST LE 628 DEICHTON GAIES MINIOR SI:HOOL, Osighios Bur, Withwhy, LS22 408. Talephuga r Wathenby 64350 Ha, on roll : 280 : 7-11 [car.] Restingtuischen : Mr. M. K. Hutskinson

Pricetture requiring activations to general contents for forms and their should be accompanied by a stampted addressed envelope, PRIMARY SCHOOLS

a rapect of Headships and Deputy Headships to all schools, and her posts in primary, middle and special schunts, forms are avail-triton, and returnable to, the Director of Education, Department future allon, Orest George Mitch, Leuis, 181 3AE.

THE TIMES EDUCATIONAL SUPPLEMENT 15.7.77 IIÅRROW

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Secondary Education

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sing date: 8th August

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Headships

AMPSHIRE

MIDDLE SCHOOLS **Technical Studies**

continued

Scale 1 Poste

Classification

LINCOLNSIIIRE

ABSISTANT TEACHER

IUMBERSIDE

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Group 6 FRATHEIBSTONS DEORGE SIGLE MIDOLE SCHOOL Droup 6 And Sis for oppication for and stamped discussed a should be addressed antelops should be addressed antelops witchield, to be round three watchield, to be round three as possible.

Remedial Posts

Scale 1 Posts

London Borough of

By Subject

Classification

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Music

Domestic Subjects

EDUCATION COMMITTE EDUCATION COMMITTE RAYNES PARK IIISII SCHOOL DR DOYS SW20 OIL Headmaster Mr. S. A. Newics (Acs samo 13 so 18 years) Required for Softember a TE CHER of ROMEDIAL SUBTO ENDLESH and MATHEMATICS ENDLESH and MATHEMATICS London Allowance 2403... Applications by Istics to 1 Hoadmaster as soon as possible.

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idminiatration and day-to-day organization. A Doputy Head (Droup XII Bajery plus London Allowance (A) a popropriate cases, subject lo onnalitoris, assistance may be granied for legal face for lotus purchase, romoval exponess, lo-ip-ing, substatiento and inval m-protos while looking for experi-indation. A oppication is hu-tanilem of oppication is hu-tanil Mr W. II. Roberts at the Bchool giving details of experience and giving details of experience and giving details of experience and giving details of providence by 22 July 1977.

EDUCATION COMMITTEE Applications are invited from suit-tay qualified TEACHERS for the following post i CHANTRY FIRST AND MIDOLE \$4000.

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ESSEX

BOUTHENO HIGH SCHOOL

Boulhend-on-Sea

Telephone: Southend 588862

BENIDE TEACHERS

LEEDSELL DEPARTMENT OF EDUCATION

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DERSYSHIRE

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THE DOSWELLA SCHOOL IRON 1.3001 Burnham Road, Springfield, Chaimaford Tel 1 Chaimaford 64401 REMEDIAL

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DUCATION DEPARTMENT

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NEWHAM

(VE WITAN) (Landon Dorough pf) RINFEDY SCHIPDL PHChford Surget, London 515 4RZ (Roll 1,160 boys, Including 76 in Swith Purpti Head Teacher, Mr. J. Dougan, H.A., LLB, Reculred September, 1977, for one Applications should be returned to the school by 29th July, 1977.

By Subject Classification

Art and Design

Scale 1 Posts

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Binariahin Road, Laton, Bede. LU4-Bud mistraes: Mrs. V. Milcheil-Readmistraes: Mrs. V. Milcheil-Readmistraes: Mrs. V. Milcheil-Readmistraes: Mrs. 1997 / Por Preserver bolder, Boald I plus Art and CRUT, Boald I plus Art and CRUT, Boald I plus B.P.A. allowards, more man with Fride Milchell and spectrum with Fride Milchell and spectrum with Fride Milchell and spectrum with Property of CRUT, and spectrum and the fride and spectrum with Property of CRUT, and spectrum and the fride and spectrum with Property of CRUT, and spectrum and the fride and spectrum for the fride and bo conservant with plus regime and bo the conservant with plus regime and bo conservant with plus regi

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HERTFORDSHIRE STEVENADS DIVISION

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LIVERPOOL

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Commercial Subjects

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LIVERPOOL

ST. SWITHIN'S F.C. SSCONDARY MCCED S.P. SCHOOL Graniel Hane Liverpool L11 4ND

Regultred for Soptomber, HrAD of COMMERCE, Scele 3, form and details obtainable from 18.4,8.) and relumable to the Hastleacher of the school, Quois ref. 432(b).

Other Posts on Scale 2 and above

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Apply by lotter with S.A.E. to Head by 20th July

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CITY OF SALFORD EDUCATION DEPARTAISNT WINTON HIGH ECHOOL BUINDTAIN BUIL ECHOOL BUINDTAIN BUIL ECHOOL MARCHART STATUS (630 PUPIL) Regelered from Stat August TEACHEN-COMMERCE

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Domestic Subjects

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Heads of Department

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AMPSHIRE

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Scale 1 Posts

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ACHDOL Opanicion Streat, N.W.10 (6 form onivy, 11-15, Roll at present 650, 11-17) New school opened 1973, stage 2 now being compiled. Excellent becuties. The school hes ited good starteards os for and hopes to minitalin lisem as il grews to full stat. Nanical pint a 1 grow to run Jze, Jacobi Pari-lima TEACILER of CON-MERCIAL BUBJECTS motinly TYPEWRITINO, for three days The write of allowance of 2402 per Innum (pro rera) is payable. Candidates should apply by Islier to the Head of its School within seven tays giving eas, gre-and roferences, packaging 5.A.E. for

EALING

LARLING (London Borough) COUCATION BLAVICE VILLERS 410011 SCHORL Boyd Avenue, Boutuall, Middlaesz Fart, Lime TECHER: of COM-MERCIAL SLIPLEOTS (porcluss anily) porcelles for Saplemher 1977 to louch Plinsans Script, Typing and Office, Prectice, C.S.E. and H.S.A. (a 4th. Offic and splits form, the Headmaster, Mr. L. W. Bukes, B.A., De Suon as possible [B.A.S.) S.A., or Suon as possible [B.A.S.) S.A., or Suon as possible [B.A.S.) S.A., Sta Suon as possible [B.A.S.) (stophene the school Ol 374

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London oliowance garable \$297 por daritin. WINCHMORT SCHDDT. (blixod Cocoprobusivo; Roll 1,342) Leburnum Orova, London N21,343 Omniligo TEACHER to iscoli TYPEL WRITING. Il would be an schoo-iege to be sbie to lengt Short-wand. Commerco or Technical Bub WRITTING. I would be an advoc-tage to be able to letch Short-iand. Commerce or Technical Sub-leta. London ellowsses paymble £257 per strutum. Temporary housing jug to two years). Tod por conf removal ex-panses (£400 maximum). raiden-tion costs and ledains ellowantes whom heproprise. Carage de toolars envolope) sbain-obio from the fault as roturned as anon as possible

Educational Appointments

Required for Saptembar : DARTON HIGH CCHOOL

TEACHER OF BOYS CRAFT

end to assist with the teeching of

BARNSLEY

Metropolitan Borauch

Required for January (or earlier if possible) : CUDWORTH R.C. J. & I. SCHOOL Prospect Street, Cudworth, Gerneley

Headteachar: J. Wedgwood DEPUTY HEADTEACHER-GROUP 2 Application forms obtainable from and returnable to the Education Olificar, 50 Huddarafield Road, Bernsley, by 29th July, 1977. (SAE please.)

Churchileid Lane, Kazborough, Barnsley (11-10 Comprehensive) Heedtaachar : H. Crowther

ATHEMATICS (Soels 1). Candidates should be eble to offer Woodwork, Matai-work and Teohnicel Drewing to CSE and 'O' level. There is a possibility of 'A' level work. The commit-ment in Metha is approximately 46 par cent of the limetable.

Apply by leller to the Headlescher giving full curri-culum vitae and two releves.

SECONDARY Opioestic Subjects emuinned

Other Posts on Scale 2 and above

CHESHIJLE EDUCATION CONMITCAL

STOCKTON HEATH COUNTY SECONDARY SCHOOL Apploine (Itali I.Bin: due lo become supprisensive September, 1978. HOME DECNUMPES-Scale 2

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A.E. Taild Frittradio to the Hadicalor. Assistant for NEFOLE-WUIK, Stale 2: SECUNDARY VIV.D 8.P. SECUNDARY VIV.D 8.P. Crossiel, Hau Latte Liverpool 1.11 JND Ouole ref. 4351b). Assistants for NEFOLE-WONKART, Store 1.12 Josean YLW THEL MIXED. COMPRENENSIVE 6.P. BISTONE DESAL. Elacium Daal Fincium Daal Liverponi 1.14 VNI Quole Fel. 416 Bibi Augite. tinn forma syailabte frau und returnable to Uto flead of the school.

KENT COUNTY THENCH. CORVATION DEPARTMENT

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LIVENPOOL

Applications are invited for the latiowing posts required for Bepleuther, forms and fur-ther dealls evidatable from (S.A.E.) and returnable to the

Dall 376-mixed, Botol

Metropolifan Borough of Rochdale

EDUCATION DEPARTMENT

SALOERSTONE COMPREHENSIVE COMMUNITY SCHOOL

Head Teacher

Group 12

- C

The poet of Heed Teecher et Ihis County Upper School for the 13 to 16 age-range will tall vacent in September. There ere al present 1,220 pupile. and the school has setablished a successful role in the Community, A selery supplement of \$468 is authorized for community responsibilities,

Further perilculere end epplication forme ere available on receipt of a toolecep stemped eddraceed envelops from Chief Education Officer, Municipal Office, Manohester Old Road, Middle-ton, Manchester M24 4EA, Application forme to be returned to the sema address by 29th July, 1977 1977

1.1.1

OXFORDSHIRE COUNTY COUNCIL Wheatley Park School Holton, Oxford

Roll 1110

Group II

Applicatione ere invited for the Heedehip of this 11 to 16 age range comprehoneive school, etab-liehed in 1972, through the ematgamation of Holton Park Girle' Gremmer School and Wheatley Secondery Modern School, end attueled in the villege of Wheatley, near Oxford. The poet will be vacent from 1 Jeolicity, 1978. Completed eppti-cations should be returned to the Chiel Educe-tion Officer. Maccleeffeld House, New Roed, Oxford OX1 1NA, within two weeke of the eppeer-ance of the edvertiegment.



WALSALL

Metropolitan Borough

Education Committee

Forest Comprehensive School Hawbush Road, Leamore, Walsall

Regulted for Septiminal Leminter, Walsait Scale 1 teacher in Faculty of Braic Studies, litterest concern and understanding of the seeds of pupils with learning difficulties regured. Temporary epochement lutibily but likelihood of permenent appointment.

Frank F. Harrison Comprehensive School Lenmoro Lane, Leamoro, Walsall' Required for September

Tcucher (Scolo 1) for French and German, Cucher (Scolo 1) for French and German, Streelly School Queslett Road East, Streetly, West Midlands Required for Januory et this fully devoloped mixed comprehensive high school for pupils aged 13 years to 18 years, with 150 in the mixth form, an experi-enced und well-quolified Heed of Dopurtment for Maillematics (Scele 4). The subject is offered at C.S.E., G.C.E. 'O' and G.C.F. 'A levels.

Application for the above mentioned posts should be made by letter to the Hond Teacher of the school-concerned, giving the numes and addresses of two roferoes na state at the state of the state

Scale 1 Posts

BRENT

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HAMPSHIRE ST. VI. ...ENT SCHOOL. Mill Lane, Coshort Gampreinentive autand, It to IH NG. on roll. 800 (Deviceman read) Required September Scho - September MI.ROLECHART, AHT/HUMANI-TIES. Details from lived 18.A.L.,

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OXFORDESIIRE COUNTY COUNCIL THE COPED BUILOOI Churchill need, filcation OXA 718 This acy purpose will comprehen-al of a cool will be provided to a construction of the provided to be a construction of the first of the provided information of the first approved a first of the first of the courses. Applications and a first option infinition to work in gubits option infinition to work in subits option infinition the option of the the addresses of the provided first option infinition to work in subits option infinition to work in subits option infinition to courses. OXFORDSHIRE

TAMEBIOR MEJROPOLITAN HOROHOHI HATTERBEY COMPREHENSIVE Floids Fam Road, Hallorstry Tobabatter School, Hallorstry Tobabatter School, Hallorstry Assistant de Angli-Ult-min Lampacy Leaders o Hull-min Lampacy Leaders o Hull-min Lampacy Leaders o School School, School Hallorst Apply by Lehre Immiguilian Apply Ballor Immiguilian Apply TAMEBIOE

Economics

Other Posts on

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FOXFORD MIXED COMPREHENSIVE SCHOOL Grenge Road (Social Priority School, 1,650 on ro8)

(1) ENGLISH, Scele 1 (Experienced Teacher in the

(2) GERMAN with some English. Scale 1 (Experienced Teecher lor lemporery, one-term

SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE Cox Streat (Social Priority School, 1.440 on toll) (1) BOYS PHYSICAL EOUCATION, Scele 1 (Experienced Teacher for temporery, one-term epocintmeni);

(2) GIRLS' PHY8iCAL EDUCATION, Scale 1—interest in developing community eport (which enteris some evening and week-and work) sesantial.

THE WOODLAHDS BOYS' COMPREHENSIVE SCHOOL

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EDUCATION DEPARTMENT

Secondary and High Schools Unlebereugh High (11-16) Celdenbreok Roed, Littlehorough OL15 8JO. Tel. Littleberough 78866

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temporary Physics Teacher, Scale 1

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leacher for Physical Education Ref. 523/TES) Scole 1

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Required for Jenuary, 1978, or eerlier : St. Metheel's R.C. School, Nengreeve Roed, Heevliey

Head of Religious Education (Rel, 524/TES) ··· \$cele 2

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CHESHIRE FOUCATION COMMITTEE

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County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive

11-18 SCHOOLS

SCALE 1-MUSIC

MANOR SCHOOL (Roll 391), Owton Manor Lane, Harilepool, Cleveland (Tel. Harilepool 67016) Required for September, 1977, a Teacher for MUSIC koʻAʻleval.

SCALE 1-PHYSICAL SCIENCE

HIGH TUNSTALL SCHOOL (Roll 1,174), Etwick Road, Herilepaol, Cleveland (Tel. Herlepool 61446) Required for September, 1977, a Teacher of PHYSICAL SCIENCES to 'O' tevel G.C.E. stendard.

11-16 SCHOOLS

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SCALE 1-TECHNICAL STUDIES

LOFTUS ROSECROFT SCHOOL (Rol) 798), Resecrof Lena, Loftus, Seliburn, Clovelend TS13 4PZ (Tel. Lettus 40583)

Required for September, 1977, & Tenchet for TECHNICAL STUDIES (WOODWORK). Financial assistance with household removel expenses le eveilable to approved caeee.

Further dataile and application forme are obtainable from the Head Teachars at the addresses shown above and should be reformed to the County Education Officer, Education Offices, Woodlande Road, Middlesbrough,

Clevelend TS1 3BN, within 14 deys of the appearance

VOLUNTARY AIDED

SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

St. John Wall R.C. School, Oxhill Roed, B21 2HK Scale 1 (Scale 2 for suitably qualified and experienced teacher) to take MUSIC this usehold school. Applications has seen by people to Chelman of Schereche o/o

COUNTY SECONDARY

SCHOOLS

SCALE Y POSTS

Broedwey School, The Broadway, B20 3DP

Highgata School, Saleall Hoalh Roed, B12 105

Herifield School, Abocks Green, 827 700

Hodge Hill Schoel, Sromford Road 836 8HB ;

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(Tel. 021-356 9444) Teachar ol WOOOWORK ar OUILOING CRAFT, is issue papile acrese a biosti range of ability up to 'O' leval standard.

Hemeleed Halt School, Creythorne Avenue, B20.1HL

(Tol. 021-358 5981) Required September: A teacher la teach MUSIC. Opportunity evelopie to develop the teaching of Music throughout the school. Closing dete: Wednesdey, 20th July, 1877. Applications to Acting

Highgata School, Salahi Form, ellang on Science side (1.400 Mized, Leige Bizh Form, ellang on Science side) Regaired September: BCLENCE TEACHER, prelevely, on the physical solence state, ideally with ebility to fasch, physica up to 'A', legal. Plessa, telaphone for stuther details.

(Tel. 021-775 1311) GENERAL SCIENCE with BIOLOGY. Required for September. a Science specialist to Leeon malay Combined Science (Mulilaid epproach) in years 1 and 2 with Goseral Science to CB.E. lavel to years 4 and 5. Latters of opplication or relephoned enquiries to lite Hoeomaster as soon of possible.

(Tel. 021-783 8381) Required: Tracher Idr Ine REMEDIAL DEPARIMENT. Fost tem-poyary but offers opportunity to work with a task in the Ramadici Department. Further details from Hesemaster.

Perry Common School, Faulkners Ferm Orive, B23 7XP (Tel. 021-373 (647) Regulted September: Assistant for aCIENCE to teach Nullietd Combined Science in Lower Scheel will some ceneral Science in Jaier years. Chemiatry or Physice.

Stockland Orean School, Siede Road, 823 7JH (11-18 Mixed School, established Sidh Form) Required September: Assistent for BOYS PHYSICAL EDUCATION with. It possible: GEOGRAPHY and/or TECHNICAL ORAWINA Temporary gest for sulume term. Apply Immédiately to Headmeater pretareby by Jolephane 021-373 4807.

SECONDARY SCHOOLS

SCALE 1 POSTS

Holy Trinity R.C. School, Oekley Road, B10 GAX Peri-lime leacher of MUSIC-TWO DAYS per week-to iske 1s/ 2nd year classes. Splember eppotetment if possible. Apply to Correspondent Goverger, c/o Head Tepcher at the pohesi.

Rosery R.C. School; Parkileid Road, Sailley, BS 3AX Temporary: one tethni anty. SciEMCE leacher (pretatebly R.C.) required for September, a blas towards Physics profered. Weil-equipped lebelatory. Applications in writing to the Clark of Descent and a science of the clark of

BIRMINGHAM

GITY COUNCIL

c/o schenie lor essiglence, with removal expanses.

VOLUNTARY AIDED

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Applications by latter only will not be accepted.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE \$150 P.A. THROUGHOUT THE COUNTY

'Generous relocation expanses in approved cases. 'Applicants for appointment to County and Voluntary Controlled Schools (oxcept raserved leachers) ellective from 1 September, 1977, and later should note the Education Commilias's proposal to issue to Assistant Taschats on Burnhem Scale 1 contracts to the service of The County Council with sesignment initially to the school indicated. This will mean that teschers so appointed may be required to transfer to other schools et a later date.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

WARLINGHAM COUNTY SECONDARY ENGLISH, exportenced Greduals preferred, to be second In department. Will be raquired to assist with organiza-lion of department and to teach to 'A' leval. Wittingness to taach across solitity range and interast in DRAMA edvantagsons. Scals 3. Tel. Uppat Warlingham 4067.

SCALE I POSTS

COMPREHENSIVE

BANSTEAD, NORK PARK COUNTY SECONDARY

CHEMISTRY leacher required to leach to CSE, 'O' and 'A' favels, together with INTEGRATEO SCIENCE to lowar lorms. Tsl. Burgh Healh 59103.

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CATERHAM, DE STAFFORD COUNTY SECONDARY CHEMISTRY with some MATHEMATICS teacher required.

Tel, Calarham 42827.

CRANLEIGH, GLEBELANDS COUNTY SECONDARY

MATHEMATICS is aohar required. Should state second 1. 1. 1. 1. Tsi. Cranieigh 5248/9.

FRIMLEY, TOMLINSCOTE SCHOOL SCIENCE leacher required to tesch PHYSICS/CHEMIS-TRY IO CSE and 'O' level with GENERAL SCIENCE. Tel. Cambarlay 28760,

HINCHLEY WOOD COUNTY SECONDARY HISTORY laachar required.

Tal. 01-398 7161.

HORSELL COUNTY SECONDARY BIOLOGY tascher required to leson throughout the school to CBE and 'O' level together with GENERAL SCIENCE in the lower school. Tel. Woking 70447.

MERSTHAM, ALBURY MANOR COUNTY SECONDARY

RELIGIOUS EOUCATION Isacher' requirad. Tal, Mersiham 4281,

NEW HAW, FULLBROOK COUNTY SECONDARY ..

PHYSICS laacher required, 'A' lavel work for suitably qualified applicant, Exostient laboratory lacilities, BIOLOGY laachar required. Soma assistance with PHY-BICS Rn Sdvenlage. Tal. Bylisst 49301.

OXTED COUNTY SCHOOL

GERMAN isncher required.

Tel. Oxled: 2425, 2225, 2228. SUNBURY ST TERESA'S RC SECONDANI SCIENCE taachar required to Isach mainly CHEMISTRY this 11-18 Comprehensive. Tsl. Bunbury-on-Themes 83811.

GRAMMAR

CHERTSEY, SIR WILLIAM PERKINS SCHOOL

FRENCH Graduale, up to "A level. Tal. Chartssy 62161.

FURTHER DETAILS AVAILABLE FROM THE HEAD WHERE THE TELEPHONE NUMBER 18 SHOWN. Application torma available on receipt of stamped, addrassed, foolscep snyslops from the County Education Officer, County Hell, Kingston upon Themas, KT1 20J.

(The Authority will not bo advertising every individual (The Adhority will not be advertising every including Scale 1 post; but a completa list of all vacancias will ba sant on racator by the County Education Officer of a stamped, addressed, (opletan envelope).

SECONDAILY Mathematics continued

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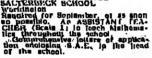
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CROYDON London Horough of I HALINO MANON HIGH SCHOOL Kendre Hall Rosi Bouth Groydon, CH2 GOT Tel.: 01-681 tH-Toriauln: 1st September 1977 Full-timo TLAGIEH at MATHEVIL-TICS, stratuato preferrad. Excel-fond devarimoni, misturo on modern, and traditional methods 'f forei at the strategy disclosion in the school. The Strate 1 with School and the school of the school in the school. ter the school. Strong distributed in the school. Salary, Uurniam School 1 willi Landon Ara Allowance Reasonable reinaval expenses will be reinhorsent alamped endressed anyolope for application form STAI's from and returnable to the light form and returnable to the na scon as possible.

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DISTRBYSHIRE EQUCATION COMMITTEE ALLENTON SILLION STALOOF. (Mixed Campitennaira, 1.540 pupila, GG in the Sill form I Requirme for September, 1477, a TLACHER of MATHEMATICS IScalo I. Application, by Jolies, Including curriculum villagi, in the Machine Sector Application by Jollet, Including curriculum viles, is the Needmaelor, Allonion/Shellon School, c/o Arci Sducetion Offico, 16 Si. Mory's Gove, Oorby JS.A.C. ploest.

DEVON ON COUNTY SECONDARY Road, Plympion, Plyinguis Maguiral for September, 1977 a "BACHER of MATHEMATICS to C.S.E./O love. Scale 1: Application form from the Hend-modor (S.A.C., plessor, friumeble to him as soon as possiblo.

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Asquired Saplamber, 1977, ar this important department. In excellent first appointment. Apply direct to tragenester,

ALADEMENT MANOR SCHOOL Highleid Avenue, Alderhol Compression of Role Logo University of School 1 to 10, Number on Role Logo toguing for September, 1577 to sean Marthela 1108 to frei and second yes of Application nominaling two reteress to Road Teacher will B.A.B. for dotale.

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HERTFORDSHIRE COUNTY COUNTIL

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HERTFORDSIERE

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HERTFORDSHIRE COUNTY COUNCIL BT. ALARANA OTVISION LONETO COLLEUE Itelfield Read. Bi. Albona Ouellied ORAOUATB re-nuirad Somembor to tosti MATIIRSATICE from cost il di AB. This is Meiniahind R.C. (Ironume Brhod), lo po commolignetivo Sjolieliri casded S.N.P. to to level. Seele

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HERTFORDSHIRE

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HILLINGDON

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HILLINGDON NYNMEAD COMPREHENSIVE

DOLL Lane, West Orevien, Losex UST TEU pupils on roll, 43 in sixth (very pupul ou rou, 4.5 m sign form, Head Teacher, O. Lean-Smith M.A. Cantab, F.R.E.A. Taiopliono: Wast Drayion 42.103 This is a 6 form only mixed com-prehensive school. It is siluoied on the addeu of plasmath, open countryside with accollent eccess to London via the Al4. The build-tage ere schoorn. Al of are sile addet of the school and the build-tage ere schoorn. Al of are sile addet of the school and the build-tage ere schoorn. Al of are sile addet of the school and the build-tage ere schoorn. All of are sile addet of the school and the build-tage ere schoorn. All of are sile addet of the schoorn and the build-tage ere schoorn. All of are sile addet of the schoorn and the build-tage of the schoorn and the schoorn-ware in blast for the schoorn and the Bigod. TEACHER di MATER, To John a kom, entrustasto lean, leaching 10 C.B. Mouston Si di A All level Althe and Computer Studies. Augues, hereit statts and Consputa-singies, hereit statts and Consputa-regel designed with consists, of sic years of the school man current with is hased on the Strip course with mixed shifty groups in the lat and and years, and setting up-designed with years, way here to a state in din years, way here to a state of the school state and the school of the school and the state of the state state and the school of the school and the state of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the school of the school of the the school of the sc

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THE TIMES EDUCATIONAL SUPPLEMENT I

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LIVERPOIL

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ASSIGTANT FOR MATHEMA-TICS State 1. GENERATIV HOLDS (L.C. GENERATIV HOLDS S.P. BELIFUE Alderwood Avenue. Literuoal Lef 201 Quoto ref. 413(b).

ASSISTANT for MATHEMA-TILS, Strift 1. OBCONDARY BL. AGNEY T.C. BECONDARY CHILS' SLHOHL OBK, LIVEROBOL LIS AUL Qilolo rol. 450(b).

ANDISTANT for MATHEMA-TICS Scelo I ST ANIROBE RAILOW IN C. BECONRAINY MIXER SCHOOL Useria Orivo, Liverpool L12 OAP Quoin for. 22418).

ABBISTANT FOR NATHENA-TICS, Stato 1. ST., PTILS X R.C. SF.CONOARY ROYS' B.P. STILLOOL Crainner Streft, Averpool LS 200 Expertise or Interest in re-modelni work an automismo. Quote tet, 410(b).

MERTON London Horolinh of SOUCATION COMMITTE REARDS LODOL HIGH SCHOOL FOR CHILE

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COUNTY COUNCIL ICKNIFLD SCHOOL Lova Lane, Wishards, Sri Required from 1 Strary, Inniery, TLACHER Shart TICS, TLACHER Shart * Applivelions to the Saift * Secon se pessible gift K* frontum rilks and we ard itro polerces, S.A.E. sm.

City of MAKEFIELD ST. THOMAS A BECKET GATHOLIC COMPRENENSING SCHOOL

MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE (Resdverlisement)

1720 Alixed Comprehenut Lou. egod 11-15 (Reservention) Required Lar Seplesiher 1977. HANOIGNAFT TEACHER (Bosts 1) HANDICIDAFT TEACHER (Acets) pullably qualitied in mointwurk. To join a weit astabilished and ex-poilenced Deportment ollering oeurses is GSE 'O' and 'A' level. There mey slee be an opportunity la join the Educa-lion io Leisura programme and applicants sheuld slate other interests which livy aro able io ofter pulaide their patioular discipline. Freviews applications will raceive consideration. THORNES HOUSE SCHOOL 113-15 1200 aludenti) Required for Jenutry 108 1 HEAO OF CRAFT, DESIGN M TECHNOLOOY DEPARTOR

Acquire congression, a Required for September 1977, a TEACHER of OEMAN. Courses to OCE 'O' and 'A' and CSE level. Scale 2 or 3 for suitably qualified and seperanged condidate. Pre-vieue applications will receive sen-sidarel.on. Required to aeriter, a T TIES, Scale FEATHERSTONE ST. WILFRIO'S CATHOLIC SCHOOL

Required ter. Saplember 1977, a TEACHER OF MATHEMATICS (Boale 1) to CSE, 'O' and 'A' Isvale at this 11-18 Mixed Compre-tensive School of 1900 pupils will a 6th form el 150.

OSSETT SCHOOL

(11-18) 1550 pupils Required to: Beplember 1977, s member of alaf IScele 11 id join the Franch Dopasimont al this targe Mixed Comprahensive Schoel and le atais the teeching of Franch of ell tevens. Closhing of Franch of point 18th July, 1977.

AIREDALE LINGH SCHOOL 1380. pupile, Mixed Comprehentive

Required in September, 5 TEA-CHER IScale I) for the Sustainess Studies Ospariment. The ouccessivi candidele will be and Economics to "A level. An ability to 'tacch other commercial subjects or statistics is "O level elandard would be an advantaga.

HEMSWORTH COLLEGE OF FURTHER EOUCATION HEAO OF OEPARTMENT : AOULT EDUCATION (BURNHEM F.E. Glada II). Applicatione should be from suit-ably qualitied persons. Outlos to commence as soon as pestoblo. Chaing, dete for this peet 25th July, 1977.

with various an advantage. Required to: January 1978. CHER for English (Secile 3) abcend in Osportment of working to CSE 'A' lovel with seme sominis 'A' lovel with seme sominis duiles. Required for Jonuery 1978. of CHEMISTAY IScele 3) Science Ospariment. O' and A' lovel Acquests for application forms and further detons of by an a.a.a.) should be addressed to The Education of Brod Sirpel, Wakelaid, to bay returned as acon a series attempts selection

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KNOT TINGLEY HIGH SCHOOL 1300 pupils 12-18 years 197.

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SECONDARY

SCHOOLS

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GEOGRAPHY

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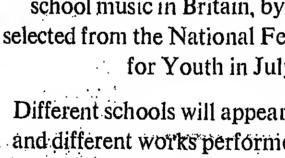
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KENT COUNTY COUNCIL COUCATION OLPAHITMENT

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INNER LONGON EDUCATION

acancies September 1977

thority would be pleased to receive epplicatxperienced teachers and those seeking in ments, who are qualified in the following

(ommerce (Office Skills) lesign and Technology ome Economics **Physics**

Woninents will be made to a scale 1 post in the Wonity'e general teaching service, Inner London Wwance (£402) payable in addition to the Burnham

or the appropriate application form please write to the Education Miles (152), Room 67, The County Hall, London SEI 7PB, Milling whether the application is for a first appointment or not, or yeare welcome to telephone 01-633 2101 for further details.

LEICESTERSHIRE SPLICE IFLD SCHOOL

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TEACHER-METALNORK

Please sond S.A.C. for numberion roun to the firm "reariser. In whom completed applications should be related as suon as possible.

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Otherthan by Subject Classification

Other Posts on Scale 2 and above

Scale 1 Posts

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KENT COUNTY COUNCIL COUCATION OPPARTMENT

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Elancashire M County Council

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LANCASHIRE EDUCATION COMMITTEE CLOSING DATE 25th JULY 1977

PRIMARY AND SPECIAL SCHOOLS For application form and alamped addressed footscep envalore to Chief Education Officer, P.O. Box 51, Coursiy Hall, Provident PRI 55, untone officiencies exacts.

SECONDARY SCHOOLS ferme/lurition details fro

SPECIAL EDUCATION DARWEN Algellan Spocial School for 50 meladjesied chiloran (5-16

veara). Soplantion, 1077, or as seen as possible interestier.

DEPUTY HEAD TEACHER. OROUP 45. Wide superiance of working with children with behavibur and emotional oregians required

SECONDARY SCHOOLS

DEPUTY HEADSHIP

BURNLEY ST. HILDA'S R.C. HICH SCHOOL, Cost Clough Lane. Roll 738 girls, 11-16 years. Soplomber, 1977. or as soon on possible lineseffer. OEPUTY HEAD TEACHER, Oroup 9.

SCALE 2 POST

SKELMERSOALE AND HOLLAND TAWO VALE HIGH, Giantwin, Road, Skelmeradale (Oponed 1975), 750. Tel Septembol, 1977, or isl Jenuery, 1970, COMMERCIAL SUBJECTS.

SCALE 1 POSTS

HEYSHAM HION SCHOOL, Lines Avenue, Mpiecambe, No on roll 1,243 : 11-19 Mixed Comprehensive. Septembar, 1977 FRENCH-GERLIAM.

CARNFORTH HIGH SCHOOL, Kollet Road, Cemiloth. Orong 10: 11-16 Comprehensive , 200 on roll.

Complehensive yob on roll. Septembers, 1977. ENOLISH and RELICIOUS KNOWLEDGE' in Examination Lava/. CARSTANO HIGH 18801, Gumplease, Gaustong, 1at Boolember, 1977, or se cont se possible. ENGLISH (possibly some Melha.).

FLEETWOOD HEAKETH HIOH SCHOOL' (1.600) Fleelwood. Tel Saplember, 1977, ENGLISH.

OVER WYRE ST. AIOAN S. C.E. SEC. (569), Cerigate, Piccosij, Glacipoet. Seplember, 1077, NEEOLEWORK, Popuble Scale 2.

1st Saplamber, 1977 LATIN. ENOLISH, BOYS' P.E.

Bischburn, Lanca. September, 1977, or Jenumry, 1979. SCIENCE, mainly CHEMISTRY. Oredusia, prejekundt

BLACKPOOL COLLEGIATE HIGH BCHOOL (1.860 Old Road, Highlwrieng, Blackppol. September, 19 FRENCH (Gu BLACKPOOL HIGHFIELO HIGH Road, Blockpool.

Baplaniber, 197 ASCROFT HIGH SCHOOL (984), Ruff Lane, Ormakirk, Luncathiae 38 40Y.

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BKELMERSOALE AND HOLLANO TAWO VALE HIOH, Glenburn Road, Skelmersdnie (Ocanad 1975); 750. 7el September, 1977. FRENCH. ORMBKIRK CROSS HALL HIGH 1,450 mixed: 11-18 years. 1st Saplamber, 1977

SKELMERBOALE ST THOMAR THE APOSTLE R.C. HIOH, Olenburn Road, Skelmongette (On rell 250). September, 1977. 7. HOME ECONOMICS. 2. OESIGN (Woodwork/Metalwork).

BLACKBURN, PLECKOATE SCNOOL/COMMUNITY CENTRE, Pleckgele Road, Blackburn, Lanca, (1, 200 mlvad). Splembla 1977, or as soon as powelle. ECONOMICS is : A : fevel and HISTORY to C.B.E. level.

BLACKBURN. WITTON PARK HIGH (1,100 mixed), Buncer Lane

BLACKBURN, SHAOSWORTH HIGH SCHOOL (1,170 mixed), 5 inda-

BLACKBURN, BILLINGE, HIGH, SCHOOL, (1.250 mlepd), Praston firm

NELSON, WALTON HIGH SCHOOL, Oxiond Road, Nelson 889 6/8. Comprehensive 1830 mixed]. Tel September, 1977. CHENISTRY.

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Appointments in Scotland

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Metropolitan Borough of Rochdato

EDUCATION DEPARTMENT

Special Schoole

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HIGH BIRCH SPECIAL E.S.N. (ALL AGE) Bolton Road, Rochdala OL11 4RA Tel: Rochdala 31762

Special Asalatant taacher, Soele 1 (S) required. The post is for a teacher who is symposhalic to childran where a active annual and is for the younger age, groups, infant and lower. Juniore. The need is for someone who is able to develop the teaching

neni end siructure nocessary for conceptual growth in young childran in language and number/spatial relationships.

Application forms are available on recapt of a Charter of available of receipt of a focisoep etamped eddressed envelope from the Chart Education Officer, Municipal Offices, Man-cherter Old Road, Middleton, Manchester M24 4EA and returned to the same address by 29th July 1977.

Manchester Education Committee

Unites otherwise stated all posts are synitable from September, 1977, and application forms, logather with luritur peritousare, are obtainable from the Head of the school, to whom they should be intureed by July 29, 1977.

LORETO SIXTH FORM COLLEGE

Parl-time loacher of SPANISH (0.5) required from September.

CAROINAL NEWMAN R.C. HIGH

SCHOOL FOR WIRLS

Upper Moss Le M15 SP8

SCALE 3 - -

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Cityof

WEW TREE HIGH SCHOOL Tamporary ENOLISH lescher roquirog lor lui age, angs lor ins Autuma Torin 1877. ythenahawa, Man abealer M23 000 suited; for January, 1977. e schur of ENGLISH og egeond in

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SCALE 1

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YEW TREE HIGH SOHOOL Wetheningen, 'Abrichteter Mag ODD For one lorm only, 's. Teacher 5NOLISH, lomperaly.

SCHOOL FOR GIALS FBENCH supply loscher for one term only from September. BINGLISH supply loscher for one for only from Suptember. Application forms from Hoad delig-nets at SI, Pub X Offic Secondary Genool: Constant Road. Violatie Park, Mancharter 14 58%. Assistance with removal expenses gives in approved cases for permanent tuittime appointmente.

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Galary is accordance will the provisions of the Reaumoration of Tenchare (Scolland) Act, 1967, as emonded The responsibility elements for this post is £5,u61.

Application forms and further information are evaluating from Mr. A. Sinchit, Divisional Brugettos Officer, Wasi Loihian Officer, By-91 High Streat, Listith 959. Closing date for applications is July 29, 1977

Sixth Form and **Tertiary Colleges**

Scale 1 Posts

URREY RECONOMICS TLACHEB required for wart-ling boat in Indexate VIIII Found London London An obsility to leach up to Art love is essecilat. Application forms from Printipol. Registe College, Castisfield Houd-Hoigeno, Burrey: Tolephone Heigen 21118.

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Special Education

Headships

BROMLEY West Wickham

I London Borough Ol ; CHEVNE HOSPITAL SCHOOL ; IP.H./CS.N. (B): Woodand Way, Weel Wickhan (Presoni Roll 32: HEAD TRACISSH Group 4(8) Applications are inclined from . roup 4(8) pplications are inclied from sull-by qualified and asperienced TEA-HEAB for this post (enoble, in Jan-ury, 1 or this post (enoble, in Jan-

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CITY OF SALFORU EDUCATION COMMITTEE MANDLEY PABK SPECIAL SCIOUL Orgung 4 (8)

APPOINTMENT OF

IEAO TEACHER mouler opeointoisol in January 78. at this hurpes-built new host for nustatuisted bays d girls sgod 7-16 years. Ploase send S.A.S. for nnnil-rollon form and further de-tatus to the Chirf Education Officer, Education Offices, Chap of Btroot, Sailord MS off.

TAFFORDSHIRE MULATION COMMITTE MULL SCHOOL TOIL E.S.N. S) Application of the second seco

Other Posts on

Scale 2 and above

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Nampshire Raquinod in Septembar : SCIENCE SPECIALIST : Scele 2S: SCIENCE SPECIALIST : Scele 2S: Status : Speciel School for up to 123 alidiy miludjunde or delicato sontor hoys. Applications would also be con-aldored from newly gualified tes-cliver : Scele 1 plus Special Schools Aliswelt a).

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Financial easistenes with household removel expense a evellable in approved cases.

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the Board of Governora of Hampden House School wish to eppoint a new

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A flat is provided which could accommodale a married couple.

Salary Burnham Scale with boerding allowance and government superannuation.

Further particulers from the Chairman, Hamp-den House School, Grsat Missenden, Bucks.

Applications. merked " Parsonal ", including the nemes and addresses of two referaes, should be submitted to the Chairman not lefer than August 8, 1977.

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CHANNING SCHOOL

HIGHGATE, LONDON N6 5HF

Appointment of

HEAD

1st September, 1978

The Governors invite applications for the post of Head which becomes vacant on the retirement of Miss B. M. Saunders, B.A.

Channing is a Public Indopendent Day School of 380 girls aged S-18 of whom 100 (S-9) are in the Junior School.

Applicants should be graduates of a British Uni-

Salery : Burnham Scale Group 7, maximum London Allowance, Government Superannuetion (Accepted Schools).

For detailed particulars write to the Clerk to the

Closing date for applications Wednesday, 21et Sep-

Headships

By Subject

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FACULTY OF ANT AND HUMANITIES

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Further information o envite the form may be tained from the printial, whole completed forms and be returned within 14 dar, the date of this odvertiers

WILTSHIRE

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BRIGHTON POLYTECHNIC Department of Visual Communication

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other relevant quelificatione. The successful epplicant will be expected to register for a CNAA higher degree.

Application forms and further details may be obtained ion the Personnel Officer, Brighton Polytechnic, Moules-

PRINCIPAL

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Greenscree Community Home/School, Ceine

This senior post becomes vecent in December on the nirement of Mr. Doneld Bord. Our new Principel will hig to this post considerable experience of residential with with disturbed children. Ha or she with be quetilled a social work or e releted field, and must possese These long and management skills. Mensoree le e Community Home pro

wensoree is a Community Home providing full-time edu-ation on the premises. It has Controlled Status with Mitchire County Council. The Home cares for 20 girls and 25 boys (aged 12-16 years) housed in three separate one of the second status of the second status of the second community, and in addition to consolidating what already is beindertaken.

The buildings are set in 27 acres of delightful grounds does to the centre of Celne. Accommodation is evellable in the 3/4 bedroom, Principal's house on the campus. Pla supplement.

I you would like to discusa the post informally, please contest Mr Bord et Greenecres, telephone Ceine \$14125. Objetion forme and further detella available from the twinable by 29th July. Please quote ref. NA77/238.



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Completed opplications must be rotalved by 5th August 1977.

Adult Education

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A feutor of epplication should be sent lo; Tho Principal, Topbridge Adult Scheauon Contro, Avonury Avenue, Topbridge, Kent TNS 1701

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Community Homes

and Associated Institutions

LANCASHIRE

OOCIAL SERVICES

BLACKBURN HOUSE SCHOOL Hoys Lane, Blackburn QUALIFIED TRACHER DUCATION and

Salery: Burnhem f plus £564 Approved School Allowance.

Blackburn Ifouse is a pur-pose built Community Homa with Bducation on the pramises for 84 boys and 11 to 14 years in odmission.

There are good education id recreational factilities I pains a heated, indeer swim

A modern flatiot is available for angle applicants es sign

Application forms and further Closing date: July 30, 1977.

LANCASHIRE COUNTY COUNCIL SODIAL BERVICES DEPARTMENT

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Proni lat Soptember, 1977, a vacancy will exclution a bea-chor, protocoldry one who can offer woodwork/Mealwork pitts an interest in Art.

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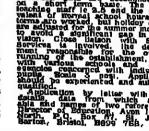
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TECHNOLOGY SCHOOL OF MECHANICAL AND

SENIOR LECTURER AND LECTURER

OFFSHORE ENGINEERING

for BSc (CNAA) in Engineering Technology and Postgraduate Diploma in Offshore Engineering courses.

Salary ranges (under review) :---Senior Lecturer £6,312-£8,028 per annum Lecturer £3,528-£6,807 per annum

Removal expenses assistance. Details from Chief Administrative Officer, Robert Gor-don's Institute of Technology, Scheolhill, Aberdeen AB9 1FR. (0224-574511.)

oxford polytechnic

Department of Educational Development Lecturer -

Senior Lecturer

for Certificate Ceurse for Teachers of Deaf end Partially-hearing Children (£3,279-£5,493 (bar)-£5,955 (bar)-£6,417 plus supplements £312 and £180 or less, subject to incomes policy)

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less, subject to incomes policy) Applications are invited for the post of Lec-turer II or Sanlor Lecturer, depending upon qualifications and experience, to join the team responsible for this course. Applicants should be qualified teachers of the deaf, with experi-ence in the field. A qualification in psycho-logy or a strong interest in child development would be valuable, though not essential. Applications, including a curriculum vitae end the neones of three referees, by 20th Septem-ber 1977 should be submitted to the Dean ef-the Feculty of Educational Studies, Oxford Felytechnic, Oxford OX3 OBP, from whom further particulars and application ferma may be obtained.

Burgartimont of Education re-guiros a Lociuror Grado 3/ Senior Lociuror in Curriculum for November 1977. The oppointed will be responsible oppoint in a control of the product of the curriculum com-ponent in a control of the end currence of the curriculum coma sub-prac splacted, tri ad teachers. tinioma for solutions and to achieve the solution of the s

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Aliensi: 1977. UNIVERSITY APPOINTMENTS sis also advertised is THE TIMES HIGHER BOUCATION SUPPLEMENT Tho newspaper for higher education, provides a notice-board for all University appointments. The has a large estabilities acadmic rendermits in Univer-education, provides and the statement of the second second to newspaper for higher board for all University appointments. The second second second appointments. The second second second appointments. The second second second second for a second second the second for a second second second for a second second second for a second second second second second second the second second second second second second second second to the second second second second second second second to the second second second second second second second the second second second second second second second second second the second
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RESEARCH ASSISTANT

To be concerned with the study of children's apprecia-Applicants should be graphic design greduates or have

comb, Bilghton BN2 4GJ. Tel. (0273) 693665.

SAVE THE CHILDREN FUND A SOCIAL WORKER/ YOUTH WORKER

to required to teke up a naw posi on October 1, 1977. The successful spplicant with be responsible to the Project Director, end eccreterial aselstance will be svall-

able. The range of work will be varied end inforesting and may include intermediate treatment groupwork, coordination of camping holidaye (statiad by aludocic and run for verious eoclal work agencies throughout Sritaio), organ-tring children's scivity-based clubs. Project innovation, elements and development will be an integral part of the planning and development will be an integral part of this

it would be preferable for the appointed person to live in the list on the pramises. Salary will be within the appropriate professional range.

For further thiormetion contect Mr O. Green, Project Director, Save the Chtidren Fund "Cambridge Project", Overeireem House, Victoria Avenue, Cembridge (50987). For application forma write to Director at Child Cere, Sava the Children Fund, 157 Clapham Roed, Landon 8W9 OPT.

THE KESTREL PROJECT, Cowgate, Newcastle upon Tyne

INTERESTED IN A NEW VENTURE IN YOUTH WORK?

Cowgate is a large, old council housing area about 2 miles from the City Centre with a large propor-tion of the population under 17 years, The Kastrel Project is a community based project atmed at develop-ing work with children and young people in the area. A second Youth Worker is required to develop facili-des and acdvides for the 7-12 age group.

The worker will be employed by the Local Education Authority and seconded fidi-due to the local Maungament Committee.

Salary JNC Scale 2 plus Supplement (£3,204-£3,849). Application forms and further information from The Secretary, Kestrel Project, 3 Rose Terrace,

Cowgate, Newcastle upon Tyne, S. Closing date for applications 14 days after the oppear-ance of this advertisement.

3 ETTE County Council Education Committee

YOUTH AND COMMUNITY SERVICE WORKERS

24,008-24,624 plus Phass I and II supplemente Outles include programming sativities at Oover.County Youli Centro, the County Weiersports Centro and Camp Site.

Medwoy £3,854 £4,128 plus supplemente

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The post becomes vasat or relifement of prosont incumbed. Both posts offer investing oppariunities to work with young poople it statistory and volumeary clubo and organizations. Applicante must bo quofitied and experienced Youth Workers. Intervice training provision, assistence with removal, lodging resultiment and logal oppaness in approved cases.

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(a) YOUTH AND COMMUNITY WORKER

Small Heeth School & Community Centre, Muniz

Street, Birmingham J.N.O. 5a, 53,428-53,685 piss £313 and the cupilsment due andor the 1977 salary acceptent, The new Small Heath Shhool and Desministry Desmine recompany a inter initialities in advantaged. racreasional and community provided in Similarian. The Youth and Community, worker will be responsible to the Community effective appointed to the Community effective appointed to the Community of the responsibilities particularity in commendity south and community detribute.

(b) YOUTH AND COMMUNITY WORKER

(b) TUUTH ART UUMINTURTELL, IT UNITARIA Newlown, Community Centre, 37 Newlown Shapping Centre, Birmingheim 6 J.N.G. Ba, 13 43 - 888 also 132 and the eu doment due under the 10/7 selary Agreement. To be responsible to the Principal of the Asian and Haadsworth Institute Initially for the further development of youth activities at this large, purpose-built and well-stabilistic Centre, situated in a redeveloped central area of the City. Application forms and further idelette may be obtained from The Ohist Education Officer, City of Birmingheim Education Gepert-ment Adult Education, Youth and Community Division, Margaret Street, Birmingheim B3 Adul, le whoen comploid form ethould be coluring the fate the for sectoring with removal "expenses.

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BIRMINGHAM

CITY COUNCIL

Youth and **Community Service**

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Write for details to 1 hurrh Sorre-write for details to 1 hurrh Sorre-pry: W. H. Bawtell, 64 Lustelli Bond, Heptford, Esser

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KINESTON UPON THAMES (Doyal Uuronuli of)

EQUICATION OUPARTMENT YOUTH AND COMMUNITY SERVICE YOUTH AND COMMUNITY WORKED

£3.951 to £4.425 per annum Inclusivo of London Weightinu gius £314 per unnum supple-ment and oppropriate Since 2 Supplement

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The successful opplicant must be solinbly qualified and preferably experienced. Countreterably experienced. Con us assistance will relocal xpenses and temporory (commodation will be svalle a approved cases.

Informal engeiries to John Duriy (Dorough Youth Offi-cer), Tel. 399 6111, Ent. 018-

Application forms and further information are obtain-able from the lister Edirolinn Officer, Toiworth Towar, Surbice, Survey, Tel. 01-399 0111 Ext. 123, Closing doin: 26th July.

ONDON, S.E.5 IT. AILES' YOU'II CENTINE Jonatu Rand September 90 Jorniul Rond Schwinnerson sentiar YOU III YOIIKTik continent to lead ilu Yoilking toom in an exciling and formigh of Bouthwark. Experience Schwigh of Bouthwark. Experience an initia-rectal context us advant teng, al opportunity of the savest interview of the second secon

LIVERPOOL WANOUN

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YOUTII AND COMMUNITY SUITICE ON THE YOUTIL AND AUTOINTAINENT DE YOUTIL AND TOIN MAILAY LOWIN SCHOOL-Anpikations are invited from Guilt-fied YOUTH and LIMMUNITY WORKERS of TEACHERE With en-perioace al Youth and Community Work for this new appointment ab Youth and Community Tailor with responsibility for doveloping youth and community provision in Joint Mariey Lowert School and the sur-rounding area. Subre grain, J.N.C. Youth

Autrust Lower Burleys and Gio Mar-rounding Sreals. J.N.C. Youth Londris and Cominunity Centre war-lens, Bangu & points 4-11 (2017) 10 Ci.2411, gline 5-10 (2017) 10 Ci.2411, gline 5-10 11 Ci.25 (2017) 10 Ci.2411, gline 5-10 11 Ci.25 (2017) 10 Ci.25 (201

Receivery calo: J.N.C. Scals 9 Balery scalo: J.N.C. Scals 9 res.713 to 55,537 pius a sumple-ment of 8 43 per 11 may be informed in the bale salary scale. Further details and supplication p.C. Rox 29, Council House, Soli-hull, West Aidlands. Closing date: July 39, 1077.

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SALE WEST YOUTH CENTRE

YOUTH WORKER, J.N.G. Bealo 1 (13,449-53,204 + Pay cuco supplemental to com-bisto has full-temo start, Wide opportuities for searcoir, inaginnuve worker to satu valubilo experience.

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RESIDENTIAL SOCIAL WORKER £2,607=£3,957 (bar at £8,282) for unqualified staff). 2 ------ £312 supplement

TENNAL REGIONAL ASSESSMENT CENTRE AND COMMUNITY HOME SCHOOL Ars you interested in linding out what a oblid's TRADE; pro-Ara you interested in lingung out what a ound's itwould pro-gramme is ? Heve you prectical ekille is help with 'projecte' like littling out a cansi boat ? Heve you'the energy, anthesteen and personal warmth coupled with practical and intellociaal skille roquirad is loin mixed disci-plinary terms who have the difficult tasks of the plinary terms who have the difficult tasks of the (a) extension problems, potential and noods to (b) identifying appropriate evenues al treatment and embarking on the lingt atagos.

(c) identifying appropriate evenues of freatment and, embarking on the first atagos. Preference given to candidolos with social work training but those with teacher training would find emple, opportunity to deploy their toaching exitis and gave a wider knowledge of childron. Applications trom solreined candidates also considered. Application forms and further details are walled to the training the Principal, Tennel/ School, Baiden Road, herborne, Bitplication B32 26W.

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BIRMINGHAM

CITY COUNCIL

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UCATION COMMUTTLE

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Overseas

Appointments

PIONEUR MUSIC TEACHING IN FAROES

THE TIMES EDUCATIONAL SUPPLEMENT ISIN

Notional Conditions of Service apply, including the payment of £150 for appropriate qualifications and £2.01 per bits "sleeping-io" as required. Single accommodation is and able and board and lodging charges are £411 per same. The salary entrel is exclusive of awards under Stage Top of the The Period

For sa informal discussion please ring the Superiotesis, Mr. B. Marshall, 01-363 4321. Application forms are mi-sbic, upon rerelpi of an s.s.c., from the Director of lack Services, P.O. Box 59, Civic Centre, Silver Street, Endel ENI 3XL. Please quote reference \$8/695. Closing date 30 July, 1977.

ST. WILLIAM'B COMMUNITY HOME SCHOOL MARKET WEIGHTON, YORK YO4 3HA

We urgently require A TEACHER OF REMEDIAL SUBJECTS

With enthusiasm end imegination who wilt work with a experienced team of dedicoled educotors and have an impact on the lives of difficult, disturbed end delinquer

children. St. Williem'e is a Roman Catholio Asalated Combunity Home School Ior 84 boys eged Irom 11-16 years, and is eitueted halfwey between York end Hull. Our epproach to Education and Child Care is unique and cella for someone cepable of evolving "Imaginative tech-niques. Our facilities ere excellent and epploants would heve to be able to offer some specific interest or special ization which, siong with personet qualifies, would make them easets in this chellenging and rewarding wor. Burnham Scale I plus supplemente of 2512 and 2180 plut the Community Homes Allowance of 2564. An allowance of 2879 is peld for an everage of 15 hours extranset duties each week during which the teachers join with Reeldentiel Cere Staff in House groups to easile with boys' personal development and reorealional ectivities. A Scale 2 Poel ts evsileble for e eufisbly qualified and renge 24,599 to 25,158. Informal meetings end further Information may be first irom the Heedmester, Brother Jemés et Markei Weighter 2218, with whom an Informat visit can be tranged. Application forms from The Administrater, 110a Lawrents Streel, York.

ENGLISH TEACHER

REQUIRED IN

, IRAN

Needed-Experienced young

EFL teacher, knowledge of

Persian (Farsi) an advantage.

Applications with curriculum

vitae to Box No. TES 2931,

The Times, WC1X 8EZ

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London Borough of Enfield Supervisors

£2,961-£3,450 (Non-resident)

SOLIHULL EQUCATION COMMITTER RITIRTS CLNTRE-ASSISTANT WARDEN

WARDEN Applications are invited from mitably ounlined persons to join the pathorney full-time further oduration will be mainly mased of the Numit Bolthall Sports Contro but will sho be expected to assist of the meeting will be the second person will sho be expected to assist of the meeting will Athletics Centre as



If you feet that you meet these requirements and what contribute to the work of a team diagnosing and assess the aceds of individual boys placed of the home, then you are occided and probably have a future at this designed include the many contents. Regional Assessment Centre,

of the Pay Policy.

lidren.

£2,859-£3,348 (Resident) Required at St. Nichalas House Community Hone, a observation and assassment contra for boys aged 10 to 9 ycars.

Applications are luvited fram people eged 21 to 50 who at eccept a challenging jab working, on occasions, with see disturbed and delinquent boys. The work is very demais ing and supervisors are required to work an e rota bas including alternate weekends and four edditional events

TRAFFORD

FULL-TIME YOUTH LEADENS SALE WEST YOUTH CENTRE THE TIMES EDUCATIONAL SUPPLEMENT 15.7.77

METHODIST LADIES' COLLEGE MELBOURNE, AUSTRALIA

PRINCIPAL

Applications are luvited for the position of Principal, Methodist Ladles' College, Melbourne. This Girls' School has been a College of the Methodist Church, and from June, 1977, will, with the Methodist Church, and from June, 1977, will, with the Methodist Church, and from June, 1977, will, with the Methodist Church, and from June, 1977, will, with the Methodist Church, and from School of 1,750, and provides for all levels from Kludergarten to Form VI. There is a Bourding School of 90. M. L. C. is noted for its academic achievements, as well as for the excellence and range of its exma-curricular acdvities. The College Council, to which the Principal is responsible, is seeking a person of academic qualifications and experience commensurate with the application and experience commensurate with the application and the salary and silowacces will be appropriate to the position.

the successful applicant would be expected to take up

And auccessful uppncant would be expected to take up successful appncant would be expected to take up Further details of the school, together with conditions of employment, are evaluable on application to the Fresident of Council, Methodisi Ladies' College, Barker's Road, Kew, Victoria, Australio, 3101.

APPLICATIONS CLOSE SEPTEMBER 30, 1977.

Teacher/Adviser

for Community Education Burnhem Scale 4 or Senior Teacher

To work in e group of schoole in e disadvanleged area of the city. The successful candidate will be based in a small community education resource centre in one of the school in the area, and will be expected to provide feedership and support for teaching work in some of the talket. lovstory work in some of the following sress:

COMMUNICATION SKILLB (not E2L) HOME/SCHOOL RELATIONS CURRICULUM DEVELOPMENT INFORMAL AGULT EQUCATION PRE-SCHOOL PROVISION IN-SERVICE TRAINING

This project is elready well-esteblished ond on-going support is required for the initiatives elready sweloped. However, the teacher/adviser will have simple opportunity to work on his/har own initiative, but will also be expected to cooperate with four other collesquae leading similar established schemes in other eress of the city, under the com-multy education advisar for the city. Candideles should be mobils, qualified isachers with experience in relevant fielde, and should be swellable as soon ee possible. evaluable as soon ee possible.

ely disquelliles. Further perticutare end epplica-fon forms from Director of Education, Colincil Offices, Covoniry CV1 5RS (Telephone 0293 25556, ext 2104) relumable by 25th July.

coventry

INNER LONDON ECUCATION AUTHORITY

lea

avier Grade I

Marpeth Youth Centre with School, Morpeth Street, E2 OPX

Assistant utor Warden

The soon as possible to share a large responsibility maining and administering the youth wing. The beacen 5 nights per week between 6 pm and 10 pm. We bar is organised as a social centre and e variety tentre activities go on in the halle and gymnosium.

Worth Youth Centre

Mor Warden

Ariat Grade II Animas are invited for the chove post from those with a can be aranged. The sease in youth work and teaching to take up duties as a can be aranged. The sease in youth work an advantage. Salary in accord-with the Burnham (FE) Report. Lacturer Grade I is (Phis £407; Lecturer Grede II scale: £3,279-mements for both posts.) Assistance may be given to-the boutehold removal expensos. Details and amplications

Details and application forms, returnable by 22 July; 1977 Half from the Education Officer (CEC5), The County Half London SEI 7PB (slamped addressed joolscap melope). Please indicate in which post you are

OVERSEAS TEACHING POSTS

SENIOR LECTURER IN ENGLISH (POLAND)

Depertment of English, University of Silusia, Soenowelo

Degree and one-year pasigreduele TEFL qualification or M.A. in Applied Linguistics and at least one year's

Selery: Ziolles 5,400 (st zl.34,2/£ et present rale of sxchenge) per month tax free plue sterling subsidy of £833 per ennum.

Benefits : free fumlehed eccommodellon ; msdicel scheme ; employer's poriion of U.K. suporennustion. 1 year contract reneweble. 77 CU tot.

ADVISER IN ENGLISH

(MALAWI)

Ministry of Education, Lilongwe To solvies the Ministry on ell institutes concerning the teaching of English of primary, secondary and teachers' college levels, and to organise and conduct courses and to carry aul regular inspection and advisory visite. Candidates must be UK ollizans with an Honours degree, en M.A. In Applied Linguistics or e 1 year university diploms in TEFL/TESL and substantial experience in secondary schools and teacher training

legea in Airice. Balsry: £5,210-£7,054 plus 10 per cent inducement

Beneills : Personal and children's allowances ; frae lurnishe eccommodation. 2 year coniraci, possibiy renewabla. 77 TE 14.

LECTURERS IN ENGLISH MEDIA ASSISTANTS SAUDI ARABIA)

Communications Skills in English Programme. King Abdul Aziz University, Jeddeh. Thie Programms has been developed over the last 2 years with Brillish Council prolessional support and has involved tha production of apeciellased teaching materials for tha implementation of English-medium courses in the Faculties of Engineering and Medicine. Required for September, 1977:

DEPUTY DIRECTOR 2 HEADS OF COURSES Gradusies with Diplome or MA (TEFL) and e minimum of 5 years teaching preferably with axperience of ESP. The Depuiy Director should have had relevant administrative experiance, e.g. as Head of Department or Director of Bludles. For the Head of

Coursas experience of course design and meteriale writing will be en advantege. **4 GROUP LEADERS**

Gredueles with Diploma or MA (TEFL) end s minimum of 5 years' teeching preferably with experience of ESP. Experience of course design end/or meterials writing will be an edvantage.

Alternetively, the Group Leaders mey be science graduates with poetgreduete teeching quelification end preferebly Diplome or MA (TEFL). Experience at end interest in the tesching of English communication skille to etudente of science end technology.

38 TUTOR/LECTURERS

(including 3 women lecturers). Gredustes with postgreduste quelification in TEFL and experience of or interest in teaching English far solence and technology. In the case of solence greduates the TEFL quelification may be waived.

2 MEDIA ASSISTANTS

Each with experience or Ireining in 2 of the following: grephica design, photogrephics, educational TV studio work and production of models for classroom use. ENGINEER

Experience of in-service maintenance of e wide range of euclo visual equipment including TV and euclo production feoliities and language laboratories.

NB With the exception of 3 Tutor/Lectureships, all

poste ere tor men only. Batertes: Deputy Director: Io be arrenged. Heede of Coursea: £8,152-£18,922 p.s. Group Lesders: £7,724-£14,494 p.s. Other posta: £7,082-£12,852 p.s.

Benefita: tree turnished accommodation is provided but single cendidetes will have to share; 60 days annual leave; 1 yeer contracts probably renewable. 77 AU 84-93 and 105-138. This edvertisement is an amendment to 77 AU 84-93 published on 8 July.



TEACHER OF ENGLISH (YEMEN)

Al Thewra Secondery School, Tsiz Teaching English, mainly to first year pupils, for 18-22 hours a week. Cendidsles, men only, should have a Sritish educational background, a degree and leaching qualification and 2-3 years' experience. Selery: £3,432-£4,875 p.e. Banelita: free tunished accommodulor, overees and ilita; free lumiehed eccommodellon, overeeas end

ahlidren's allowences. 2 yeer contract renewable. 77 AS 86.

TEACHER OF ENGLISH (IRAN)

Institute of Longueges, Kerman 2 Teschers required to teach from beginner/FCE

Byerso in English and 2 yaars' relevent teeching experience. Morried couple preferred (no children). Selsry: £5,009-£8,000 p.e. epprox. Beneilts: Ires turnished uccommodation; ierminei bonue; baggege allowance; free medicel fecilities. Two-yeer contract reneweble. 77 HO 120-121.

ENGINEER/SUPERVISOR

(SPAIN)

The Brilleh Council Inetitute, Medrid. Cendidatee ehould be qualilled to HNC/City end Guilds Finel Certificate Level and have et leest 3 years' operations end maintenance experience in e brosdceating or high quality Closed Circuit Televialon Bludio. Experience in Sludio Lighilng end Electronic Editing on tin. Vidso Taps Recorders end/or e knawledge of lenguege isborelory equipment would

be sn edvantege. Belsry : £3,959-£6,192 β.e. at present rele plue allawsncea of up to £1,178 p.a. Selary end ellowancee ere el present irse of locel laxation. Benellis: baggege sliewence; rent ellowance ol epprox. 5310 p.a.; children's sducetion ellowance; madical echeme; employer's portion ol euperannuation and National Insurance. Locel confrect renewable. 77 RO 123.

LECTURER IN ENGLISH LANGUAGE AND LITERATURE

(JAPAN)

Osaka University MA or PhD in English Studies. TEFL qualifications highly deelrable. Selery: Y 174,000 Y 263,000 per monih (rate of exchange approx Y 488 equals £1). Benefits: 2 year contract ranewable, inelaliation and education grante. 77 PU t04

5 GCE TEACHERS

(OMAN)

Teacher of English Lenguage and Lilereture. Teacher of Physics, Teacher of Chemistry,

Teacher of Slotogy. Teacher at Melhematics Cendidetes, single men or married feaching oouplase (without children) must be UK citizens end heve a British Educational beokground. They shauld heve an honours degree in the relevant subject, e leeching certification and the version subject, e leeching an includis degree in the relevant adoject, e feaching certificete and 5 years' feaching experience ia GCE 'O' level standard. Belery: £8,988 p.e. free of local taxetion. Benefile: Iree tumished eccommodation; free electricity and water; annual peessge peid hame leave; 2 year contract ranewable. 77 AS 88-92.

SPECIALIST IN TESTS

AND EXAMINATIONS (INDIA)

Regional instituta of English, South India, Bangalore Relevant MA degree and experience of Testing and Exeminatione, work essential. PhD and research experience desirable. Salary: 25,210-27,054 p.e. plus 10 per cent inducement.

turnished eccommodellon; 2 year control. 76 TO 146.

TEACHER OF ENGLISH :

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JEAUREK UF ENGLISH (ITALY) The British Council Institute, Neplee Cendidetes should hold a dagree, preferably in English or Modern Ethogueges, together with a postgraduete TEFL qualification and have substantial, varied EFL experience. Salery: L458,012-L557,012; per monih (epprox £2,680-£4,452 p.e. et present exchange rale). Benefits: annual end terminetion bonuses; local 1 year contract reneweble. 77 RO 108.

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Reium Isree are psid. Local control is guaranised with the British Council, Plasse write, brielly staling mustifications and length of spropriate experience choing, relevant reference number and title of pattion further details that an application form to ithe British Council (Appointmente), 65 Device Street London WTY 224

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NEW ZEALAND **Secondary Teachers**

Applications are invited from well qualified leachers for appointment to New Zeeland State Secondary Schools to commonce on February 1, 1976, or soon effer.

Teachers of :

Methemetica, Scienca, Accounting end Economics, Technical (Industriel Aris, Weodwork, Metalwork, Tech-nical Orowing), Music, Ari end Creft, Commercial Subjects (Shorihand, Typing, Business Studies), Engliah.

Applicants musl:

Be teechar treined Hold en eppropriele degree or quelification Have recent teaching experience Saleries according to qualificatione and experience. Examples of current raise ere:

Certificated Teachers

BA or BSC (lei or 2nd Hous.) 2nd Year 4th Year Teaching Teaching 7th Year Teeching NZ\$10,62 UK£5,942 NZ\$8,853 NZ\$7.867 UK£4,290 UK£4,841

Trained Teachers Cerlificate Only 4th Yeer 7th Year Teaching Teaching 2nd Yaer Teaching NZ\$6,649 UK£3,664 NZ\$5.933 NZ\$7,687 UK£4,280 UK£3,320

Additional NZ\$388 cost of living ellowance le peysble on ell calaries. (UK\$1 equale NZ\$0.5595). Good opportunities for promotion to positions of responalbility

Limited number of appointees will be offered peyment of leres end assistance with other expenses subject to complaiing a bond to teach in New Zealand State Sohoola tor three yeers. Other appointmenie will be offered to teachera who are prepared to meet all coale incurred in travelling to New Zealand. No bond will be required in these cases.

All appointees must be able to meet the standard immigra-tion orderie governing permanent entry to New Zealand (ege limit 45 years).

Selected epollcante will be interviewed in London by a New Zealand Education Department Olticer in August or September. Travelling expenses for interview will be peid. For further information and application forme, please write as soon as possible to :----

Regional International School

Eindhoven-the Netherlands

Applications are invited from fully qualified and experienced teachers for the position of

Deputy head teacher

of the above primary column from the 1st of Januery, 1978. The responsibilities of the post will include the guidance and development of the work of the English speaking department of the achool, numbering about 125 pupils.

The successful applicant would be expected to teach the upper junior lovels of children; at present this is a group of less then 20 pupils with an age range of

Salary would be at least comparebla with the Burnham Scale; other conditions (housing, transfer and removal costs, holiday ellowance, etc.) will be discussed during the interview.

Please send complete curriculum vitoe with references to Mr. L. P. Smit, Executive Secretary of the Board of Governors, Regional International School, Humperdinck-laan 4, Eindhoven, The Netharlands.

Teachers

of English

Saudi Arabia

institute of Public Administration, Riyadh, Jeddah, Dammam

Candidelea must be greduatee with TEFL qualifications and

experience

Salary: SR36,000-SR60,000 pe, tax free (SR6.20=£1)

One-year contract, renewebie

Send curriculum vitae to : Director, English Language Program Institute of Public Administration

P.O. Box 205, Riyadh

Saudi Arabia

In the second
Benelits : Free Accommodation ; tickels for wife end children

- C/o Chiel Migralion Officer, New Zealand High Commiss
- Haymarket, LONOON SW1Y 4TQ.

11-12 years.

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NEW ZEALANO RATHKEALS COLLEDE

Two singlo MEN required for Feb-tuary, 1978, to tearh: (I ENLI-LISH, (2: GONERAL SCIENCE to

a Collene is a Cliurch al England dependent Geroudary Bainding heol far boys, aci in delubiling heol far boys, aci in delubiling

Living in is essential and medarn residential flats are evaluable with anode wavided.

Experienced gentro cosches and a playing crickeler desirable but not necessory. Balory to Oavernment scale.

Write to line Headquister, Privale Reg. Mosterton, N.Z., for Inflier Particulater

KUWAIT KUWAIT EOUGATIONAI. CENTRE (tequino qualified and experienced TEACHERE of C.P.L. who misi bo native aparkers of TNOILEH. Qualifications, a degree in English with a P.R.C. or o T.E.L. cerilitrate and two rears' experi-

ence. Balary, £300 o month, lax iree, froe furnisited eccommedation end iravel allowence. Terminal pay-ment allowence. Terminal pay-newabio, £1,500 epproximelniy. Apply with denilled curriculum vitas and phologreph to: Diroctor of Studies, Iluwait, Educational Contro. P.D. Box 2432, Kuwait,

TANZANIA ST. CONSTANTINE'S SCHOOL

FOUR PRIMARY TEA-Bellonibar, 1977, for the Bellonibar, 1977, for the BAD of ENGLISH OE-TTAINA PHYSICAL SOUCA. Thainad CLABS TEACHEIL TIEMEDIAL ENCIUSII TEA-ER or T.E.GL. Lainad. MUBIC and CLASS TEACHEIL. Splications inclinating I will do that the Hogdmaster. Carb af Box 40, Arushs, Teatanto. Ica.

BOUTH AMERICA



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THMANY

West Corrective reconfinguest upon the approval of the inteributy of education, cap-tine inteributy of education, cap-dential wave for the matching of the destinal of up the particular destinal, full or the educa-tion destrable. Salary: the the fils. Applications should be made to paedagooptiche file charitub contrastin 700 Leotrach, Hangstr, dr. 50, West Gentandy.

Chusing date: August 15, 1977.

CHRISTIANA ABROAD

CHIRISTIANS ABBOAD JANAICA-JALAVI-ZANIEIA Government and Church schenle still have worth achean and church schenle Listi. And the schere schere schere listi. Scher Scher Genetica schere schere schere scher be Jassi and April: Nalawi. Write for defnilo of these and other posis with brief curriculum visa and stomp to Christiana Abroad. 16 Tulion Sirect. Londen, S.W.L.

AFRICA rEACHERS Isli miblocis) urgenily needod in Cainalic nilsian schools ihraughoul Africans whe schools Christions whe accross their commitment hroach dedicated scryics for this challeda-ing wordwhile work. Valuatoor

use sand pasinge for reply, 1 Victoria Raad, Loudon NWZ 494 ERUSALEM

JLK USALEN Oualifigat voluntoar TEACHCN of ENOLISH, formia, neodod al Arab convoal school from Baptembor 1, 1077, Ocard, Jodging, neckot money 1077, Ocard, Jodging, neckot money arabitation and a school a school and a school and a school a a.A.C. with spidi-uex TES 2938, The

Primety TEACHERS ro-or September uppelatingents Nairobi Academy sed the Academy, Interviews in Write P.O. Box 80487. Kenra.

SPAIN OFAIN Young experienced TEFL TEACH-BRE required for Magrid, Ial OCIO-ber 1977 and Ial Noverboor 1977 to 30th Juno 1578. Apply Ocpuly Conoral Manager. Ia Casa Inglosa, Diaze da Bala-manca J. Madrid, S. Soelin.

ITALY Man/Weman with leaving certificaln to teach EndLISH. svallable from Soptember/October, apply to: Infor-national Schoel, ES via Morently 7/100 mania (Helv).

POST FOR ONE 8.P.L. TEACHE on yoar's contract in sauth o Spalin. Ocod knowladgo o Bpaning oscollal. — Write 8a. TES 2926, The Times WCLJ

Implicance: 060-201-20376. PEROMARTHE Books leschern, allhor sex, far princory-socondery Achael in Hhadaela, Languesgeo, humoni-inos, melha, yatimated, Nelivo childrea.—C.V. is Bax TEB 2014, The Times WCIX 852.

Administration

Local Education



Authority

ENIOR CANEEIIO OFFICER (Pesi No. CS.119) A.P. 4 (£3,306) £312 per annum ou (£3,306 to £3,703 pillo Candidates should be enproprietaly qualified and have suitable experi-ence within the Careers Service.

ESSEX COUNTY COUNCIL CARGERS GERVICE

inca within the Careers Service. In addilen to the normal duiles at a Careers Olfricer, like Beilar Careers Officer will be rosponsible lar the peneral administration of lite careers office. Applicetion forme and further doiella are available from the County Boucation Olificer (G), P.O-Bex 47, Introducedio Haue, Mor-ket Rosd, Choimstord, CM1, 1LD I Cheimstord 67022, est. 2000. Pleace stale post number winn applying.

Enation Unrough of London Unrough of Sulary rising la \$5,600 jer annun in lusivo, will a jeastble pionics-sion to \$5,005 per annum inclusivo, Plus phase & subjetement.

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Pleace stale post number when applying. Glosing date for empilentions will be two weaks ofter the appearance of this advertisement.

WEGT GUBSEX Qualified CARTERS OFFICED for Grawley Zead Orinaleed Arcs. Balary within scale E4,803 to E3,474 plus E312 Supplement and Phono 2 Pay Awards Commencing point according to qualifications and experience. Casual Car User Allowatter. Allowance, tor of education, County Hall, Chi-chostor, Weat Sussoc PO19 10Fr Closing date July 29, 1197.



Establishment Officer

The Ealsbliahment Officer ronks as an Assistant Educatien Officer and is responsible for 40,000 non-tesching alaff in 200 gredes, mostly in schools ond collages. Closs working errangomente axist with the Greater London Council an recruit ment and other metters. Eleve eleves elevel of the recruitment and othor matters. First cleas administrativa ebility and copocity to maintain good personol and industrial relations with Staff and Trado Unions, Heads, Principals and Inspectorote, ossential. Academic or other evilable qualifications and experience in high level local automity of ministrative industrial

Onlary: £9,463-£10,480 undor roview. (If future pay policies ellow there will no o possibility of further progression to a supar maximum of 10% above the job moximum in except-logal circumstances.) onal circumslances.)

> Application forme and further information obleases from the Education Officer (EO[Estab 2A]t) Addington Street Annexe, The County Hall, London SEI 7PB. Please enclose a siamped addreased foolscap envelope. Forms to be returned by 5 August 1977.



Primary School Teacher **Cameroun-West Africa**

Male or Female

- ol et Edea in the Camerovo lo Johawy date 10 children of our British expairials atell employed on the construction of a pulp milli
- The children's sees will range from 4-11 yeers and the first term commences in early October, in close association with a local French expatriate company
- A male or itemale teacher, preferably late 20s/eerly 30e le required to join the London project office in September to assist in the plenning end orgenization belore going to the Cameroun to run the school. He must be fluent in the French language and have extensive experience, preferably gained in email schoole, of teaching children over the whole of the above ege range.
- The length of this assignment will be for approximately 18-24 months with e lax free salary, free accommodation, and of tour gratuity, kit ellowance and generous peld leave to the U.K. Additionally, errangements will be made to maintain superennuation benefits.

Ptease write giving brief details of egg, qualificationa end expeli-ence in the form of e.C.V. to Per-eonnal Menager, Coetian Inter-netional Limited 111 Westminster Bridge Road, London 8E1 7UE.

THE TIMES EDUCATIONAL SUPPLEMENT RUN

THE BRITISH BIOUNTAINEERING COUNCIL

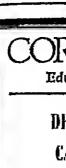
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Apply in confidence in The Pu-deni, littlish Moundainestina (ca cil, Crawford House Ma-Contro, Hooth Sures) East, fr chestor M13 9872.

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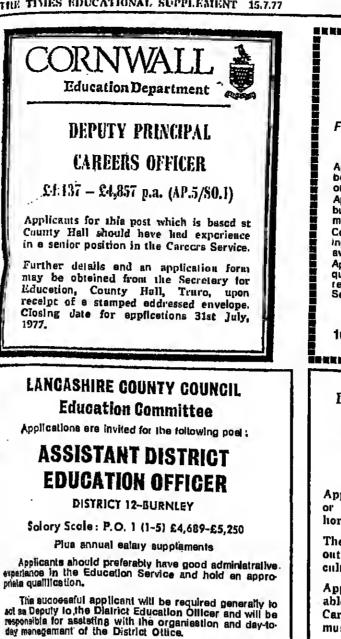
General



Salory Scole : P.O. 2 (6-10) £6,729-£7,407 plue annual salary aupplemente

Applicants should be graduatee who should have had evenue in teaching and in educational administration. Disklet Education Ollicera have general responsibility this detailed administration of the Education Service Whatch of 14 Disktcis.

Application forms and further perticulars oblainable May C. D. Rainbow, Chiel Education Ollicer, PO Box 61, Grain, Hell, Prasion PR1 8RJ, to whom they should be himse by July 26, 1677, quoting relerance A472/10/



Application forms and turther particulars obtainable from the Chief Education Officer, Education Oepertment, County Hell, Presion PR1 8RJ, to whom they should be tetuned by July 28, 1877, guoling referance A462/10/JAG.

LANCASHIRE COUNTY COUNCIL

Education Committee

Applications are invited for the following post ;----

DISTRICT EDUCATION OFFICER DISTRICT 14 (ROSSENDALE)

Mendicapped Specialist)

Mary AP5, £3,825-£4,095 plue two

beliestions are invited from qualified and experienced fractions for the post of Careers Olficer Endicapped Specialist) based at the County

the successful applicent will undertake careers duties hwyed with handicepped pupils and audents. Superous resettlement allowances are available.

oplication forms and further details (for which a Fraction forms and further details (for which a samped addressed envelope is required) are Education Officer, P4 11, J. Capaciment, Grimwede Streat, Ipswich

Suffolk County Council



Founded 1667, A secondary school with 230 boerders end 130 dey boys

Applicationa Invited by 1st August for above post to be taken up January releving present Officer retiring on pension March 1678.

Applicants should be eged 30.45, well experienced in ousiness edminielration and estate menagement end

Commencing selery in \$5,000/\$5,750 range according to qualifications and experience. Accommodation aveilable by negotilation.

Apply by teller to undersigned giving personal detells, qualifications, experience and trames of two referees. Interviewe will be etranged during tete

J. W. King, Meesre, Bannieler & King, Solicitors

10 Foater Street, Slourbridge, West Midisnds DY8 1EN

PARKS AND BATHS DEPARTMENT

TRAINING OFFICER $(\pounds4,239 - \pounds4,545 + \pounds312)$

Applicants should hold an inter or finat N.D.H. or equivalent, and have experience in antenity horticulture and possess instructional skills.

The person oppointed will be required to carry out the training of manual staff in amonity horticulture.

Application forms and further details are available from the City Personnel Officer, City Halt, Cardiff, CF1 3ND (Tel: 31033, Ext: 430) and must be returned no later than 27th July, 1977.

City of Cardiff

MIDDLESBROUGH BOROUGH COUNCIL RECREATION AND AMENITIES DEPARTMENT

Supervisor

£2,983-£3,323

The North Ormesby Play Project requires a Supervisor to develop e disused cineme building in the centre of the town into an environment for children's play.

This is a unique end chellenging experiment requiring someone who can show the necessary breadth of imagin-ellon and leadership to assume overell responsibility for the facility and develop its resources in essociation with the local community,

The successful applicant will have had previous experi-ence in community arts or children's play and will prob-ebly be seeking to develop their own idees in a situation ceiling for drive and initiative.

Further information and application forms are available from and should be returned to: The Chief Recreation and Amenities Officer, Middleabrough Sorough Council, P.O. Gox 88, Zetland House, Zetland Road, Middlea-bratigh, Cleveland. (Tel. Middleabrough 245432, ext 3835). Ctosing date : 28th July, 1877.

Metropolitan Borough of Trafford Education, Department

Specialist Adviser (Science)

 $(\pounds 6_r 489 \cdot \pounds 7_r 113 + \pounds 501 \cdot supplement per annum)$ Applications are invited from graduate teachers and other suitebly qualified men and women who have a contribution to make to the development of science in primary, secondary and special schools and in further education colleges,

Deputy Principal Careers Officer

(SO1 £4,239-£4,545 + £520 supplement per annum)

Applications are invited from men or women with appropriete professional qualifications and experience. The Careers Service coosists of a small headquarters section and two area offices. The post carries casual cer user allowance.

Application forms and further details from Chief Education Officer, Town-Hall, Sale (telephone 061 973 2253, ext. 266), to whom completed forms should be returned by 29th July.

ADVISER FOR ART AND LIGHT CRAFTS

SALARY-Soulbury Ronge Head Teacher Group 9

£7,767 - £8,391 poincluding LW and Supplements

We are seaking an Arl Specialist with aubstential and varied teaching experience to fittle key post in our Advisory Tean. The succeastul candidele will be re-sponsible for advisory work in Art end Light Creft leacting in all educational selebilahmonte end will be required to ect as a general adviser in a learn covering the entire Education Service. Knowledge of new dove-lopments in leaching methods as well as drive, enthu-alaam end the ability to motivote othera is essential. alaam end tha ability to motivote othera is escentiel.

Fringe benellis may include 75 per cent removel expen-ees, tegel expenses involved in house purchese to e maximum of \$400 and temporary todging ellowance. Car ellowance peyable.

Application forms and buther par-incutana evoluable from the Person-nal Ollicer, Civic Centre, Uxbaldga, Middlesex, U66 JUW, Talephona UX9R10GE 50559, quoting REF. E/ 26/31XE. LONDON BOROUGH OF CLOBING CATE AUGUST 8. 1877.

Administrative Officer

ILLINGDON

£4,317-£4,587* Ewell

To act as Capuly to the Chief Administrative Officer al the North East Surrey Collage of Technology. The post involves responsibility for the day to day control of the College administrative services.

The work is verted and interesting, requiring a sound knowledge of ecademic and administrative procedures. Special responsibilities include management of College funde, preparation of estimates, committee work and etudent accommodation.

Application form and further details from Caunty Personnet Officer (Rel. CPO/287), County Hell, King-



Salary : £9,498 x £258 (3)-

£10,272 inclusive of London Weighling

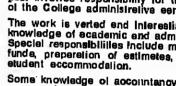
Phase II Pay Award pending The Council considers that the provision of leisure fecilities by the locel euthority is e aervice of es much aignificence as the other mejor forms of sociel and educationei provieion. The fragmented departmentel structure has inhibited the full

development of Hounelow's potential in this field. The Council has now resolved to establish a new depertment of Arts and Recreellon and is seeking its first Director. The eppil-cent should show experience of running an orgenization with diverse functione, should show sympathy for the Arts and an awareness of the needs of modern eportamen.: Locsi government experience will bs a mejor edvantage. The new Director will also be expected to play a full part in The menagement of the locel authority and es reaources will remain severely restricted the demands of the Service will be a chellenge for en Inventive mind.

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Perticulere of the poel, together with an application form, may be obtained from the Director of Personnel and Menagement Services, Civic Centre, Lampton Roed, Hounsipw TW3 4DN. Tel. 01-570 7728, ext. 3607. Closing dale for receipt of applica-tions, 191h August, 1977.



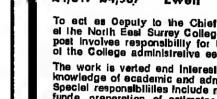


Some knowledge of accountancy, stetletics, office and personnel management and an ebility to prepere accounte up to triel belance slege easenilal. Adminis-iralive experience in Further Education preferable. • Plus Pey Awerd of up to 5 per cent.

SURREY

COUNTY COUNCIL

ston upon Themes KT1 20N. Tel. 01-648 1050, ext. 3577. Closing date: 5th August.



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> CITY OF SHEFFIELD Education Department **TEMPORARY EDUCATIONAL PSYCHOLOGIST**

Child Care

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£3,900-£6,660 according to age qualifications and experience (+ Phase 1 and 2 supplements)

This vacency hes arisen beceuse of the secondment of en educationel psychologist, and le for one yeer from September 1, 1977. A Iully Ireined educetionel psychologist would be preferred but it would be pessible to appoint e candidete who will be eligible for post graduate treining next yeer whe could be seconded for training by this Authority on eppointment es

a treinee educationel psychologist. Application forms and turther particulare may be obtained from the Principel Educational Peychelegist at 9 Newbould Lane, Sheltleid S10 2PJ, to whom they ehould be returned within two weeks of the eppeerance of this advertisement.

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Further particulars and application forms may be ob-island from the taket liber-iton Officer Administration and Services (Frequencie) Damen-Simpters Efred, https://office Cinaling date July 20th. 1977

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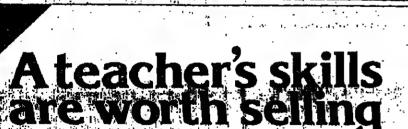
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THE TIMES EDUCATIONAL SUPPLEMENT 513

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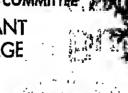
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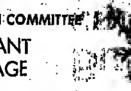
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Transurer, 188 Collection Park Road, London, 8, 9720.

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PDRMATION of National Ohildron's Orchosita for childron aged 7-13. Badheurne Bill 10 24th Narch 1470. Odialis from Miss V. Price, Fluxelis actors of Music, Ewall, Barrey.

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65 Arts/Reviews

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Interest of the solution of the s

this introspection can be valu-oble if it is honest and communi-cates to an audience outside the narrow waks of professional incoad-castors and researchers. Last Sunday's BBC 1 document-ary, A Day in the Life of the World, had the bright idea of sur-voying they way in which relevi-sion oewe bulleting in 30 countries—including Communist China, the USSR and Ugsuda —covered the news on one par-ticular day, arbitrarily solected. October 6, 1976, happened to in-clude overthrow of the Tbailond government by a "strong-man" (in some bulleting revealed some jurger, in clude sourthrow of the Tbailond government by a "strong-man" (in some bulleting coverage from the 30 bulleting revealed some jurger, intercuting coverage from the so bulleting differences in the selec-tion and incorpretation of mews— natably in quite divergent accounts of the bloody scenes in Bangkok. botween left-wing students and polico.

According to the spece main Barron, the students were return-lag the police fire; but the Cer-mon reporter maintained firmly that the students had no guns and

woro brutally treated by the police. BBC teams observed news opera-tions in Cuiro, Warshw, Now York and London, showing the atmo-sphere of courrolled panic in which relevision news is produced the world over (only the paulc seems characteristically lass controlled in Calro), the workings of the Eurovi-